DOCUMENT RESUME

ED 272 747	CE 044 869
AUTHOR	Shapiro, Toni, Comp.; Ligon, Fred, Ed.
TITLE	Settling In. A Competency-Based Curriculum for U.S. Cultural Orientation. A Teacher's Handbook 2.
INSTITUTION	Experiment in International Living, Brattleboro, VT.; Save the Children Federation, Inc.; World Education, Inc., New York, N.Y.
SPONS AGENCY	Department of State, Washington, DC. Bureau of Refugee Programs.
PUB DATE	85
NOTE	451p.; For part 1, see CE 044 868. Section on "Techniques" is printed on colored paper.
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE	MF01/PC19 Plus Postage.
DESCRIPTORS	*Adjustment (to Environment); *Adult Basic Education; *Asian Americans; Career Education; Community Services; Competency Based Education; Consumer Education; *Cultural Education; *Daily Living Skills; English (Second Language); Job Search Methods; Land Settlement; Law Related Education; Legal Responsibility; Orientation Materials; Postsecondary Education; *Refugees; Safety; Skill Development; Work Attitudes
IDENTIFIERS	*Southeast Asians

ABSTRACT

This handbook is intended to assist teachers involved in helping Southeast Asian refugees with little or no formal education to gain an understanding of U.S. culture. The guide is divided into the following four parts: an introduction describing the refugee training program that led to the development of the handbook, seven units of core curriculum materials and a simulation, five optional lessons, and a selection of teaching techniques. Each of the 30 lessons included in the 7 units contains a list of objectives, lesson rationale, skills to be taught, a list of materials, a language section (language structures, vocabulary, and literacy suggestions), activities (including pretest and assessment), and notes and variations. Covered in the lessons are the following topics: community services, education for children and adults, public assistance, law and legal services, safety in the city, directions and maps, geography and weather, transportation, length and height, volume and weight, shopping for food and clothing, consumerism, banking services, bill paying, budgeting, skills assessment, work attitudes, jobs in the United States, personal employment data, job search, job interviews, workplace rules and policies, on-the-job relationships, resettlement and sponsorship, the transit process, culture shock, and secondary migration. Driving a car, reading the newspaper, using restaurants, participating in sports and recreation, and celebrating U.S. holidays are examined in the five optional lessons. The techniques section covers pretest, presentation, class management, structural exercises, discussion starters, discussion, explanation, language reinforcement, literacy reinforcement, and assessment. Appendixes contain references to books, materials, and the Southeast Asian regional curriculum; handouts and worksheets; and teacher resources. Activity and topic indexes are provided. (MN)

ED272747

SETTLING IN

a competency-based curriculum for U.S. cultural orientation

2

a teacher's handbook

written and compiled by
Toni Shapiro
edited and illustrated by
Fred Ligon

U.S. DEPARTMENT OF EDUCATION
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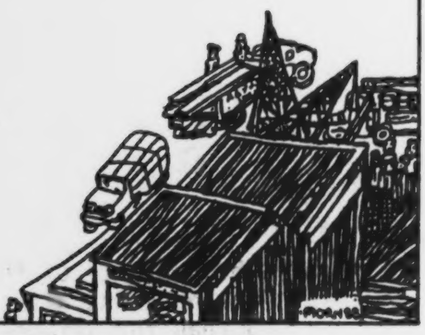

the experiment in international living
and
world education

as part of the consortium

CE044869

Published by the Consortium: The Experiment in International Living,
Save the Children Federation, Inc. and
World Education

Funded by: The U.S. Department of State,
Bureau For Refugee Programs

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The contents of this book were developed under an agreement with the Department of State, Bureau for Refugee Programs. However, these contents do not necessarily represent the policy of that agency, and you should not assume endorsement by the Federal Government.

Acknowledgements

After the handbooks for teachers of English as a Second Language (Opening Lines) and Pre-Employment Training (Shifting Gears, Books 1 and 2) were completed, handbooks for teaching Cultural Orientation were proposed, and in the spring of 1984 the Writing Project got underway. Book One was published in May, 1985. Shortly after the first book was completed, Book Two was begun with Toni Shapiro as writer and Fred Ligon as editor. Toni compiled, organized and wrote the lessons, background information, the simulation and the appendix materials. Fred added the Introduction and the Techniques section, and illustrated each lesson.

Pamorn Imkaew did the cover illustration and illustrated the appendix materials. Jarun Wijanwong did the lettering and helped with the preparation of the manuscript.

Orawan Chokasut typed the manuscript.

This handbook is the culmination of more than four years of curriculum development in Panat Nikom and Galang. Many people were involved and it is impossible to credit each of the teachers, teacher supervisors, administrators and consultants who contributed to the curriculum over the years.

Special acknowledgement goes to Nick Miscione, Coordinator of the Cultural Orientation component in Panat Nikom, for encouraging the team effort involved in completing this project. Nick reviewed and critiqued lessons and was a constant source of help and inspiration.

There are several others who were directly involved who also deserve special mention and thanks.

Carol Bracy, Kalaya Charoenrit, Mena Chetty, Sandy Hunt and Alan Vernon offered invaluable support and assistance throughout the writing of this handbook. Their time, interest and professionalism are greatly appreciated. They each critiqued lessons and made suggestions for improvement. Carol, besides sharing many ideas for activities, collected and contributed information from U.S. community and resettlement service providers which served as the core of much of the background information included here, particularly in the "Community" and "Resettlement" units. Kalaya and Mena field-tested many of the lessons and contributed worksheets and visuals that have been added to the lessons. Sandy offered her expertise as a job developer by reviewing the entire "Employment" unit. Her input has helped to shape those lessons. Alan Vernon, Staff Developer for the Consortium, Panat Nikom, designed and conducted trainings to help people use the handbook as effectively as possible.

Jongkon Arkardwipard, Michael Flanagan, Beth Gragg, Sandy Hunt and Piangjai Sorndechpajon led teams of teachers in critiquing and field-testing many of the lessons.

Teachers who played a special role in field-testing were: Sarawanee Jinayon, Joel Keehn, Pornpimon Meesil, Pairin Plykaew, Supaporn Pongruk, and Aurwan Potune.

Specialized assistance and suggestions came from: Becky Banken and Cathy Hindman, supervisors in the PASS (Preparation for American Secondary Schools) component, Panat Nikom--education; Kung Chap, Rehabilitation counselor, State of California--culture shock; Michael DiGregorio, Technical Writer for the Pre-Employment Training Program, Panat Nikom--employment; Nancy A. Hammond, Intergovernmental Committee for Migration, Thailand--the transit process; Anicca Jansen, American Refugee Committee, Thailand--mental health and culture shock; Connie Woodberry, World Education, Boston--general resettlement issues.

Others who helped: Christopher D. Blass, Nuan Anong Chairugsa, Joan Kelly, Christopher Reznich, Tom Riddle, Wayne Rogers, Sally Quinn. Rudee Hunsuwan offered some original worksheets adapted for the Appendix. Chirapat Boonchai, Suphavinee Charoensook and Chaiwiwat Yukongdi, staff members of the Cultural Orientation Materials Library in Panat Nikom, assisted with sample handouts, worksheets and classroom materials. Metta Angtrakoon, Refugee Aide Trainer, Panat Nikom, also designed worksheets and reviewed lessons.

Opening Lines and Shifting Gears, Books 1 and 2, provided ideas for some activities and background information included here. Several picture stories were offered by Fred Ligon. The stories appear in Everything In Sight (copyright: The Experiment in International Living, 1985) and may not be used without permission. The letters from refugees first appeared in Writing Back by Tom Riddle.

Those who offered valuable support or comments: David Belskis, Howard Gutow, Kathleen Hamilton, Roger Harmon, Al Hoel, Ann Morgan and Claude Pepin.

Finally, we wish to acknowledge the refugees in Panat Nikom and Galang, particularly the translators/classroom aides, who offered invaluable curriculum ideas and feedback, both in the camp and after arrival in the U.S. Their dedication to helping their fellow refugees has been a great inspiration to us. This handbook is dedicated to them.

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Introduction

This is a handbook for teachers.

It contains an organized curriculum of lessons, sections on lesson planning, classroom aides and cultural orientation and an appendix of supporting materials. It is designed to clearly show teachers what they have to teach, present ideas for teaching and provide helpful information. Also, the handbook is designed to allow teachers to decide for themselves how to teach the lessons.

The handbook is for teachers who are teaching the entire curriculum as part of a training program, or for teachers who would like to incorporate a few lessons into an already-established curriculum. Although the primary audience is teachers, program supervisors or teacher trainers may also find this handbook useful.

The curriculum represents a unique approach to teaching students who may have had little or no formal education. It emphasizes students' acquiring and developing skills and an understanding of U.S. culture. They learn to define their circumstances, identify problems and possible solutions, and communicate their needs. Although designed for Southeast Asian refugees, it can be used with other groups of adults or young people. It can also provide an interesting supplement to an ESL class.

The handbook consists of five parts:

1. Introduction. This provides information about the training program for refugees that led to the development of the handbook. It also explains how to use the handbook.
2. Curriculum. These are the lessons, presented in seven units: The core curriculum, "bits and pieces" of background information and a simulation.
3. Optional Lessons. Five more ideas for lessons to add or substitute for ones in the curriculum.
4. Techniques. This is a selection of teaching techniques that can be used in teaching the curriculum.
5. Appendix. This contains supplemental information, e.g. handouts, worksheets and visuals. For teachers, there is additional background information for some of the lessons.

Although certain decisions have been made concerning what to teach, it is up to teachers to decide how to teach these lessons. Suggestions and techniques are provided, but they have to adapt them to the demands of their particular situation and to the students they are teaching.

Enjoy the handbook!

Background

Many factors contribute to a refugee's individual situation and outlook. These factors include: age, sex, ethnic group, country of origin, socio-economic circumstances, educational background, the length of time in refugee camps, etc. These factors also help to determine individual needs in preparation for successful resettlement in the United States.

Originally designed as a training program for people who came primarily from rural villages or small towns in Laos or Cambodia, the Consortium programs in Panat Nikom aimed to meet the needs of refugees who had lived outside the world of modern technology. For them, the rhythm of life was organized by the rising and setting of the sun and the planting and harvesting of crops. Few had ever had formal education. Many found little need to read and write. They learned by example. They learned by doing. They learned by sharing ideas.

However, others came from urban backgrounds. Many of the Vietnamese refugees in Galang have had extensive exposure to western technology and concepts. The Consortium programs have been evolving continually, growing to meet the needs of our student population.

The refugees we train today, whatever their backgrounds in their native country, have spent anywhere from six months to ten years in refugee camps. Many of the young adults have spent their adolescence in regulated and policed surroundings. While some have benefited from camp services (e.g. primary and secondary education, language training, medical care), others have languished in centers with fewer services or have been unable, for any number of reasons, to take advantage of the classes offered.

Refugee camps provide their occupants with very limited options. Housing is assigned. Food is rationed and distributed. Curfews are imposed. Land cultivation or small business enterprises may be restricted or not permitted at all. Daily schedules may be determined by food and supply distribution times, and required class attendance.

The refugees have proven their ability to make choices and to take risks by deciding to leave their homelands and making that journey. But after spending an extended period of time in an environment in which most of their survival needs are provided for them, many may find it threatening to be asked to take the responsibility for their own well-being, particularly in a strange and new cultural setting.

Thus, to prepare for their new lives in the United States, our students require special training to become self-sufficient. They must not only acquire a new language, but also learn skills basic to living and working in an urban environment and become familiar with certain values and attitudes they will likely encounter in their new society. Whether the students are from mountain villages, small towns or large cities, whether they were farmers or professors, carpenters, musicians, homemakers, doctors, business people or fishermen, they need to understand the social conventions and expectations of American people and be able to interact with them comfortably. They also need to increase confidence in their abilities to learn and adapt, to take risks and to make decisions.

In all the lessons of the curriculum, there is frequent reference to the students' own culture or to their experience in the camp. Procedures and practices students are already familiar with are discussed and demonstrated in the classroom. Students are often asked to describe their culture and explain their relationship to it. The move to a fast-paced urban culture means many transitions. We feel students need familiar cultural reference points along the way to ease their entry into the new language and culture.

Through the Cultural Orientation component of the Consortium program, students learn and develop cultural skills and concepts. Language and literacy are also reinforced. Each lesson is based on tasks or activities. The activity, whether it is solving a problem, sharing information or making choices, provides a context for personal involvement and active learning.

The Programs

In 1980, the Experiment in International Living, Save the Children Federation and World Education formed the Consortium to offer Intensive English as a Second Language, Cultural Orientation and Pre-Employment Training to refugees from Laos and Cambodia in Thailand. In Indonesia, the Experiment in International Living and Save the Children Federation offer similar training to refugees from Cambodia and Vietnam. At the Refugee Processing Center at Bataan, the Philippines, the International Catholic Migration Commission, operates a program for refugees from all countries in Southeast Asia. These programs are funded by the U.S. Department of State, Bureau for Refugee Programs.

Cultural Orientation

The Southeast Asian Regional Curriculum consists of competencies organized by topic in 11 units rather than detailed lesson plans for teachers. Each CO program in the region designs it own program around the basic competencies. In Thailand and Indonesia, there has been an on-going process of curriculum revision: refining teaching points, updating information, incorporating feedback from resettled refugees, adding competencies and changing lesson sequence. While the programs differ, both programs include:

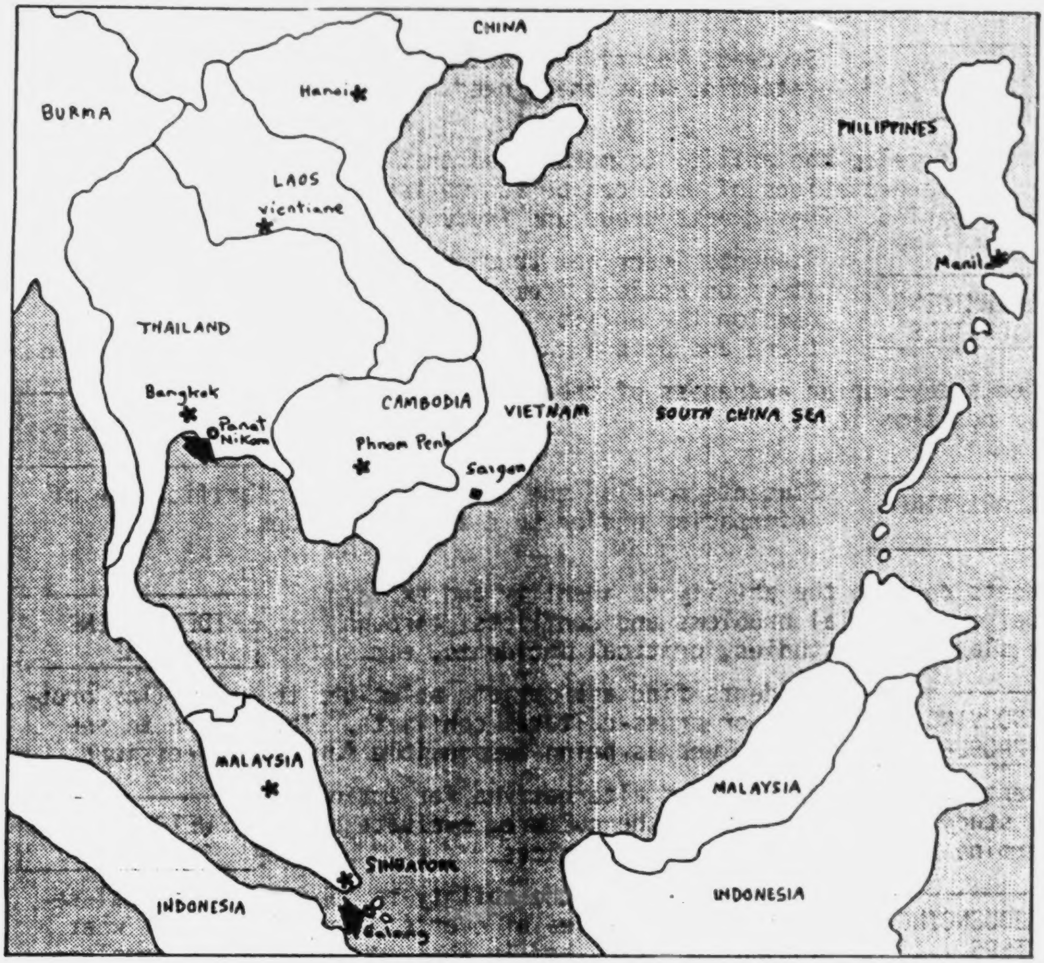
- Cycles. The period of time students are enrolled in a class. (For three to five months, depending on their abilities, background and camp location.)
- Levels. The level of ability students demonstrate on an initial placement test: A Level (pre-literate); B Level (beginner); C Level (advanced beginner); D Level (intermediate) and E Level (advanced). (Students who demonstrate enough language proficiency to "test-out" of ESL still study CO.)
- Classroom Aides. Students with demonstrated language and interpersonal skills who work with teachers, help organize and present activities and translate for the students and teacher.
- Teams. A group of teachers who train together for the length of a cycle. A supervisor works with each team, observing classes and conducting teacher training.
- Days. Class periods are referred to here as days--usually a 1½ hour session.

Panat Nikom, Thailand

The program has served many Hilltribe, Lao and Khmer refugees. Cultural Orientation follows three separate curricula leveled according to student ability. The length of both the cycle and the class period may differ. There is an effort to integrate some beginning levels with pre-employment training.

Galang, Indonesia

The CO program has served many Vietnamese and some Khmer refugees. The CO curriculum includes 40 lessons organized into 11 units. The sequence and the time spent on each topic vary depending on the level.


CHINA
BURMA
Hanoi
PHILIPPINES
LAOS
Vientiane
Manila
THAILAND
Bangkok
Panat Nikom
CAMBODIA
VIETNAM
SOUTH CHINA SEA
Phnom Penh
Saigon
MALAYSIA
MALAYSIA
SINGAPORE
INDONESIA
INDONESIA
Galang

The Writing Project

In 1982, David Hopkins, Technical Program Manager of the Consortium, proposed the development of teacher's handbooks to document the ESL and PET curricula in Panat Nikom. In 1983, the Writing Project, with Patrick Moran as editor and Marilyn Gillespie, Igor Barabash and Fred Ligon as writers, produced Shifting Gears, Book 1 and Opening Lines. Shifting Gears, Book 2 was completed in 1984 with Marilyn Gillespie as writer and Marilyn and Fred Ligon as co-editors. Settling In is the next handbook in the series. Our hope is that it will prove a valuable resource to anyone teaching cultural orientation to refugees or other adults.

Cultural Adjustment Skills

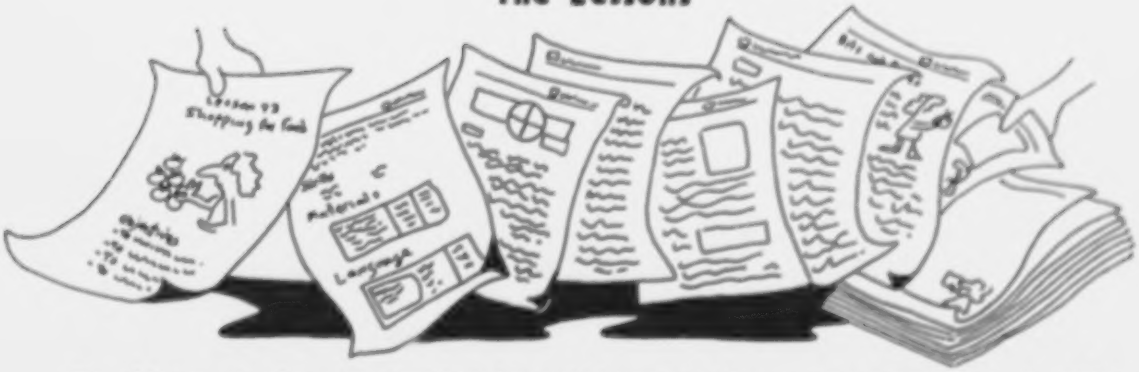
The chart on the right lists the thirty lessons that make up Book 2. The lessons develop skills in various skill areas although the focus for a lesson may change if you alter objectives or choose alternative activities.

ASSESSING NEEDS	Students identify an actual or potential situation and determine what their needs are or would be.
SETTING GOALS	Students develop the ability to make plans that include realistic expectations of what can be accomplished in a given period. They create group and individual goals.
DETERMINING PRIORITIES	Students learn how to choose the most important ideas, items or actions from a list of possibilities. They develop the ability to present ideas, offer explanations and defend choices, individually or by concensus.
OBSERVING	Students develop an awareness of their environment and their position in it.
CLARIFYING	Students develop the ability to seek clarification of information and/or to clarify attitudes.
IDENTIFYING PROBLEMS	Students develop the ability to identify and explain actual or potential problems and conflicts, through role plays, case studies, critical incidents, etc.
SOLVING PROBLEMS	Students find appropriate solutions to unfamiliar problems or cross-cultural conflicts. They learn to see themselves as being responsible for their decisions.
WEIGHING OPTIONS	Students compare and contrast alternatives for action. They study information about the culture, evaluate and determine the results of various choices.
SEQUENCING STEPS	Students develop the ability to identify a logical sequence for a series of events. They figure out what actions to take, and in what order, so as to complete a given task as efficiently as possible.
NUMERACY	Students develop the ability to read and write numbers, count and compute, read time and use money.
LITERACY	Students practice reading and/or writing sight words or other key vocabulary words. Depending on their ability, they may complete forms, read and interpret cards or labels and read instructions.
OTHER	In other activities, students: 1) communicate in English; 2) explain or describe; 3) perform an act; 4) operate a machine or appliance; or 5) estimate amounts.

SKILLS CHART

LESSONS	ASSESSING NEEDS	SETTING GOALS	DETERMINING PRIORITIES	OBSERVING	CLARIFYING	IDENTIFYING PROBLEMS	SOLVING PROBLEMS	WEIGHING OPTIONS	SEQUENCING STEPS	NUMERACY	LITERACY	OTHER
31	X				X	X	X					
32					X	X	X	X				
33	X	X	X		X							X
34												
35				X	X	X	X					
36				X		X	X					
37							X			X	X	
38				X						X	X	
39				X						X	X	
40										X	X	X
41										X	X	X
42				X						X	X	
43				X		X	X			X	X	
44				X				X		X	X	
45	X			X	X					X	X	
46					X	X	X	X	X	X	X	
47				X						X	X	
48	X	X	X							X		
49					X						X	
50			X		X	X	X	X				
51												
52					X					X	X	
53	X				X						X	
54				X		X	X		X		X	
55				X	X				X		X	
56				X	X	X	X	X				
57	X	X			X	X	X	X	X			
58					X	X	X	X				
59						X	X					
60			X		X	X	X	X	X			X

The Lessons



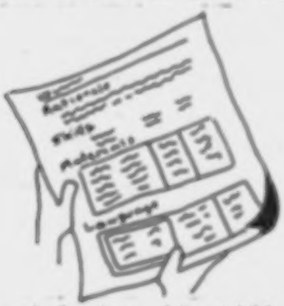
The CO curriculum is divided into fifteen units, seven appearing in this book. Each unit includes two or more lessons. The lessons concern a variety of topics any adult will likely need to cope with during the course of training and on arrival in the U.S. Each lesson consists of:

1. A lesson introduction
2. A lesson rationale
3. Skill areas
4. A materials list
5. Language
6. Activities
7. Notes and variations
8. Bits and pieces
9. A planning page

Lesson 93
Shopping for Food
Objectives

An introduction provides a brief summary which tells you at a glance what the lesson is about; the purpose.

The objectives are written in terms of what the students will be able to do.



A rationale tells you why the students need to study the topic. It explains how it is relevant to their lives in the U.S. Along with the purposes and objectives, this is necessary to help you plan how to teach.

The key cultural adjustment skills students will learn and develop are identified in each lesson.

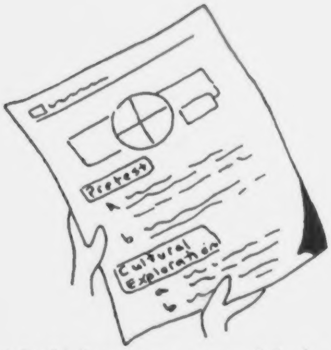
A materials box identifies the kinds of materials you will need, the quantity and the particular activity requiring them. An asterisk points out materials needing special preparation before class. Some classroom materials are most effective when translated into the students' own language.

A language box provides language structures, vocabulary and literacy suggestions to consider when planning a lesson. English can be incorporated into CO lessons and reinforced by posting sight words in the classroom, including short structured dialogues, and presenting role plays or skits in which students speak English.

The activities are identified in an illustrated "pie."

A pre-test tells you what your students know and don't know about the lesson. You use what you find out to alter, expand or shorten your plan.

A cultural exploration activity gives your students an opportunity to describe aspects of their own culture or compare and contrast it to the new one.



A few practice activities are provided to give students opportunities to meet the objectives of the lesson. It's up to you to decide if you want to use the ones outlined here, adapting them for your class, or, if you want to create your own.

An assessment tells you whether the students have met the objectives of the lesson. It tells you what the students know and can do.

The notes page tells you more about the lesson. Preparation notes tell you about the things you need to do, make or decide before you teach.

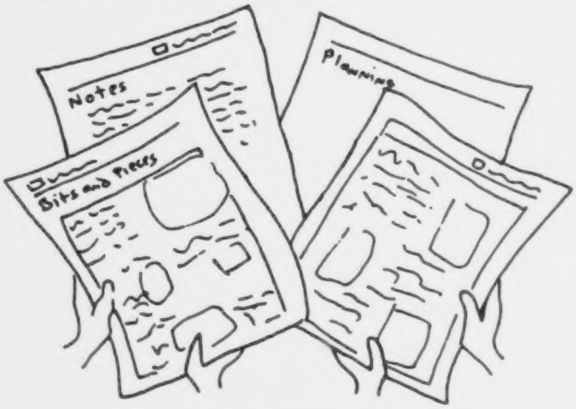
Language notes give you suggestions for advanced vocabulary or structures. Some lesson notes also give you ideas for integrating language with the activities.

Notes on variations and follow-up offer other ideas for activities you may want to consider.

Appendix notes refer you to pages in the Appendix where you can find worksheets, handouts, charts, posters, etc. which are referred to in the lesson.

Concerns are notes offering reminders, helpful advice and words of caution. These notes should be read before planning the lesson, not afterward.

The Bits and Pieces section provides useful background information to consider as you develop your lesson plan. Here you'll find charts, maps, lists, sample forms, definitions of terms and supplementary information about the lesson. The audience for these pages is you, not your students. The pages may spark ideas for special activities you can plan. It is up to you to decide if you will integrate any of this information into the lessons, and how.



At the end of each lesson is a blank page you can use for planning, making notes about the lesson, or for outlining special activities.

Handbook Resources

The resource sections include: Techniques and the Appendix. The Techniques section of the handbook contains ideas and teaching options that can be used in teaching the curriculum.

Classroom Aides, Cultural Orientation and Lesson Planning in Settling In, Book 1 provide further information, teaching options and questions to encourage teachers to examine their own teaching.

Teachers can refer to these sections for suggestions on how to teach, information on what to teach, and also ideas on the why of teaching--what makes teachers effective.

This approach calls for teachers to take responsibility for thinking carefully about their work. It is based on the principle that all teachers eventually decide for themselves what to do. They make choices about the subject matter, about the students, about teaching and about learning. The clearer and more conscious their decision-making, the more effective their teaching can become.

These sections are intended for teachers to use on their own. They are also intended for teacher supervisors to use as part of training sessions with groups of teachers.

Note to the Teacher:

- Use the resource sections as a guide for reflecting on your experiences in the classroom. What happens in class with you and your students is a rich source of study. By looking closely and openly at this, you can learn more about your job. Read all the sections to see if they can help.

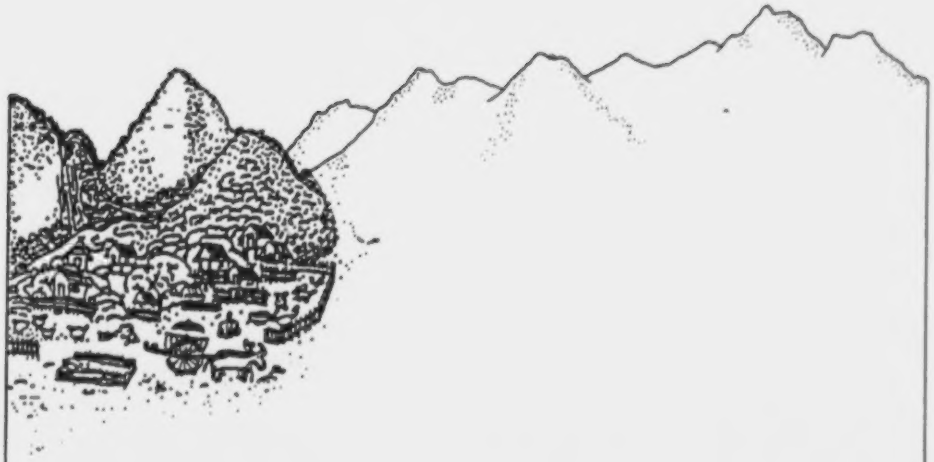
- The sections can serve as an introduction to questions and information that you need to consider as a cultural orientation teacher. Use this to sharpen and justify your own point of view on what culture is and what helps people learn.

- Compare your notes with fellow teachers or friends.

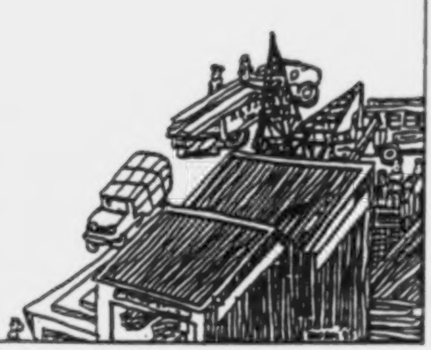
- Write your comments and reactions in the text for easy reference.

Note to the Teacher Trainer/Educator:

- Use the sections to provide information or suggestions for teachers.
- Use the questions as discussion topics in training sessions.
- Draw upon teachers' experiences in the classroom.
- Allow teachers to decide for themselves, but ask that they base these decisions on fact, rather than opinions.
- Use the sections to clarify your own criteria for teaching teachers.



The Curriculum



Book 1

Units		Pages
1.	ORIENTATION Teacher/Student Relationship, First Steps	17-40
2.	NUMBERS AND MONEY Numbers and Math, U.S. Currency	41-60
3.	COMMUNICATION Using the Telephone, Long Distance Telephone, Messages and Letters, Nonverbal Communication	61-100
4.	TIME MANAGEMENT Time Planning, Calendars and Appointments	101-122
5.	HOME Housing in the U.S., Finding a Place To Live, Tenant/Landlord Responsibilities, Household Maintenance and Safety, Food and Clothing at Home	123-172
6.	HEALTH Medical Services in the U.S., Doctor/Patient Relationship, Household Medicines, Maintaining Good Health, Nutrition, Having a Family, Pregnancy and Childbirth	173-244
7.	SOCIETY Family Structures, Roles of Men and Women, Relationships, Neighbors, Marriage and Divorce	245-296
8.	REFUGEES AND IMMIGRANTS A Multi-Ethnic Society, Refugees in the U.S., Preserving Your Culture	297-326

Book 2

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10.	TRAVEL AND TRANSPORTATION Directions and Maps, Geography and Weather, Transportation	79-108
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15.	RESETTLEMENT Resettlement and Sponsorship, The Transit Process, Culture Shock, Secondary Migration	285-328

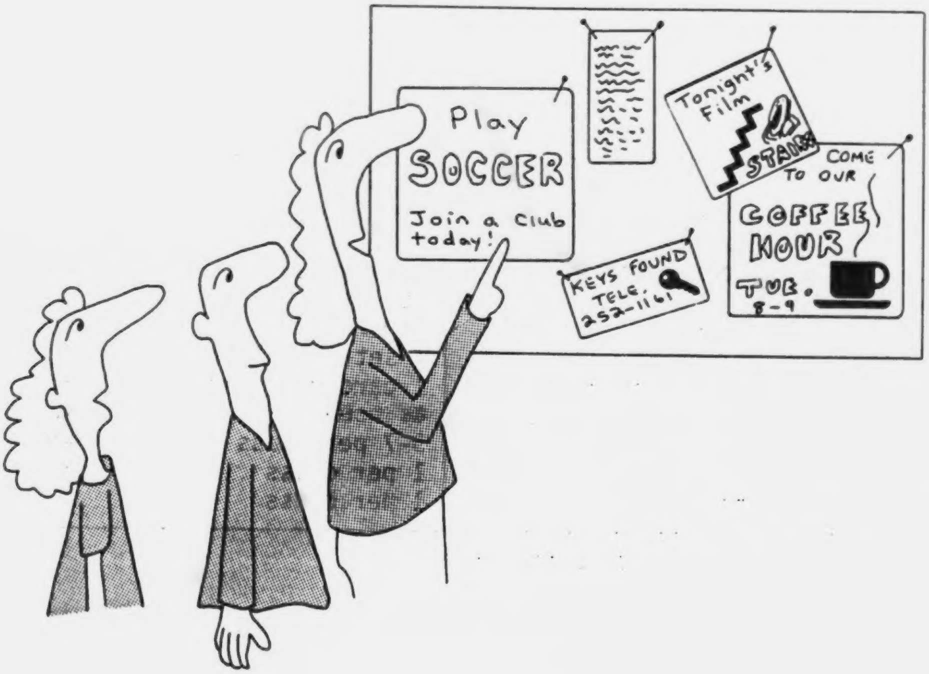
The choice and sequence of lessons may depend on the special needs of different groups of students though public assistance and employment lessons are always included in the course of study.

Lesson 31

Community Services

"I want to join a soccer club. Who should I contact?

Newcomers to the U.S. may be surprised at the diversity of community and social services offered in many neighborhoods and cities. This lesson introduces students to ways of meeting their needs through these kinds of services.


Play
SOCCER
Join a club today!
Tonight's Film
STAIRS
COME TO OUR
COFFEE HOUR
TUE.
8-9
KEYS FOUND
TELE.
252-1161

Objectives The students will be able:

- to assess their general needs in terms of life in the U.S.
- to compare and contrast traditional support systems with U.S. community and social services.
- to describe common community and social services in the U.S.
- to identify and contact the appropriate help in an emergency situation.
- to identify appropriate sources of help in order to solve problems.

31 Community Services

Rationale

U.S. communities offer a variety of sources of assistance and information for their residents. By becoming familiar with common types of services and by being able to find out who to contact for what, refugees can help themselves become self-sufficient. By figuring out what they need and how to get it, they can take advantage of available services in order to improve the quality of their lives.

Skills

- assessing needs
- identifying problems
- clarifying attitudes
- solving problems

Materials

Item	Quantity	Activity
map: refugee camp*	1 per student	2
pictures: community services*	as available	3a, 5
U.S. money	$50 per class	3a
model telephone	2 per class	3b, 5
intercom telephone	1 set per class	3c
flashcards: emergencies*	1 card per pair	3c
pictures: social services*	as needed	4a, 5
cards: problem situations*	5-7 per class	4b
board game*	1 per class	5
telephone book	1 per class	5

* preparation needed before class

Language

I'm going to the employment office.

I want a job.
need

I have a problem with a_____.

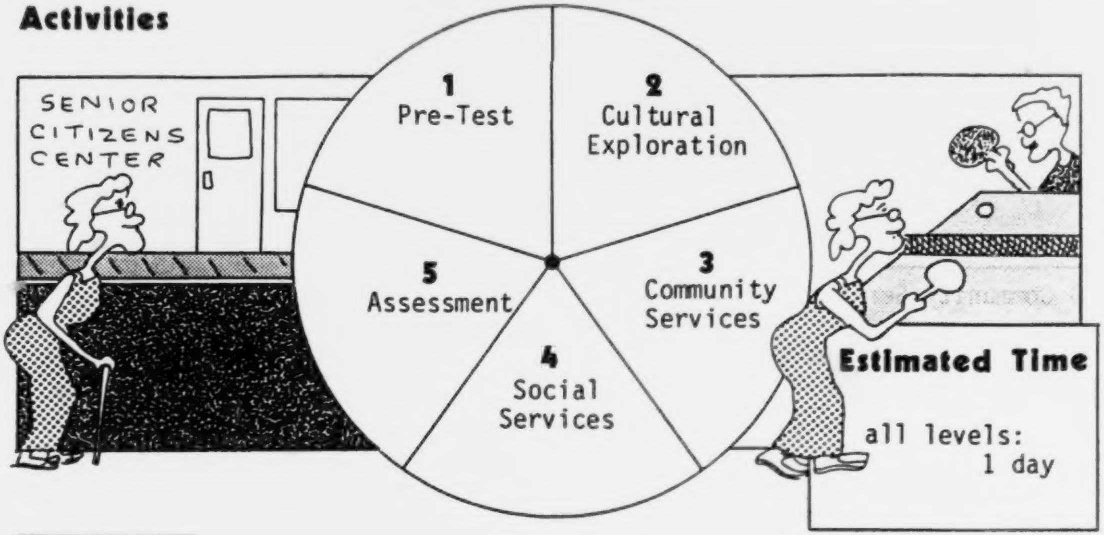
Vocabulary

library
post office
police dept.
fire dept.
school
adult school
senior citizens center
church
clinic
public health
volag
MAA
emergency
robbery
fire

Literacy

(telephone numbers)

Activities



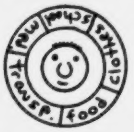
Estimated Time

all levels:
1 day

1 Pre-Test

Needs Assessment. Students determine what they will need when they get to the U.S.

- Draw a picture of a person on the blackboard. Ask the students to imagine that they are that person. Around the person, draw two circles and divide the space between them into segments.



- Ask the students what they, as refugees, will need upon arrival in the U.S. List their responses in the circle segments.
- Review each item and ask the students how they will get what they need. (Much of this can be a review from previous lessons.) Ask if there are any individuals, agencies or organizations that might be able to help them get what they need. Who? How can they get help? Clarify or add information as needed.
- Discuss the important balance of self-reliance and cooperation in U.S. society, particularly as these values relate to community and social services.

2 Cultural Exploration

Field Trip. Students explain the functions of community and social services provided in the refugee camp and in their native country.

- Organize a Field Trip (see Techniques) in which small groups of students are assigned one or two service organizations to visit. Have students locate the office on a camp map and proceed to that location to interview a worker about the function of that agency. (Arrange to have interviewees and translators available.)
- Gather students together when they have completed the interviews.

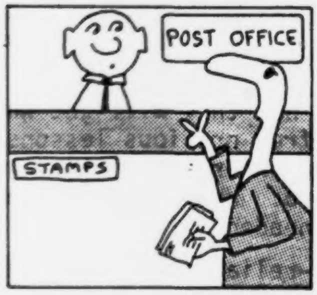
Ask them to explain their findings. Encourage students who have used any of the services to explain their experience.

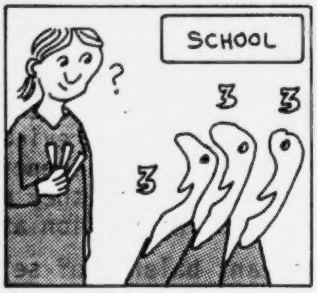
- Ask the students what resources they had for help in their native country. If their house was on fire or being robbed, what would they do? If someone in their family was addicted to drugs or was handicapped, what would they do? Were there any special sources of assistance or support? Who provided the support (government agencies, individuals, family, etc.)?

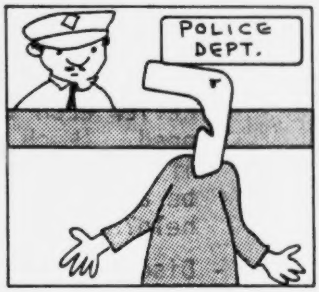
3 Community Services

a Pictures. Students identify common community services and their funding sources.

- Present pictures of people requesting help or information at various community service agencies. As each picture is shown, describe the basic functions of the agency. Elicit from the students some reasons people might choose to visit or contact each organization.
- Bring three volunteers to the front of the class. To the first, give some U.S. money, explaining that this is a payment for a job he or she has done. Ask that person to hand some of the money to the second person who represents the government. Explain that money taken from people's wages and sent to the government is called tax. Next, have the "government" person give some of the money to the third volunteer who is holding a picture of one community service (e.g. library, fire dept., post office).
Continue the explanation of how community services are funded.






POLICE DEPT.

- Distribute the pictures of community services to pairs of students. Have each pair describe the function of the agencies depicted. Ask the students to explain the funding of community services.

b Emergency Help. Students identify elements of an emergency phone call.

- Ask the students to think of possible emergency situations. Ask how they would get help and who they would contact.
- Explain that different cities have different emergency numbers. Describe the important information necessary in a phone call for medical, fire or theft emergencies.
- Role Play (with the aide) an emergency phone call. Have students

state the information that was exchanged during the phone call. Why was it important to include that particular information?

c Over the Phone. Students practice speaking clearly and seeking clarification on the telephone.

- Place one intercom phone on a table in the classroom and one on a table outside the class. Have the students form pairs.
- Explain that one person will act as the recipient of the phone call (outside the room) and the other will be the caller. The person who receives the call must repeat the information he or she hears out loud so that you, the teacher, can record it on paper. The classroom aide can post a flashcard on which "emergency" information is listed. The caller must report the information on the card over the phone.

situation:
house on fire

address: 1964
Glendale Ave.

telephone:
924-0800

situation:
someone
fainted

address:
210 Orange
Rd.

telephone:
677-0984

- Repeat this with each pair of students.
- After all students have participated, compare the information on the flashcards to the information you recorded during the phone call. What was clear? What was unclear? What might be the consequences of unclear communication?
- Add some excitement by using a stop-watch to "time" students' phone calls. How long does it take each pair of students to get the information needed?

4 Social Services

a Pictures. Students identify common social services.

- Conduct this activity as described in Activity 3a, changing the focus from community to social services.
- Expand upon the activity by including a discussion of attitudes about contacting large organizations or people they don't know for advice or information.

* Why might Americans go outside the neighborhood or their family for assistance?
* Do you think refugees use these services, too?
* Why or why not?
* Do you think you might need or want to use some of these services?
* Etc.

b Situations. Students identify appropriate sources of assistance.

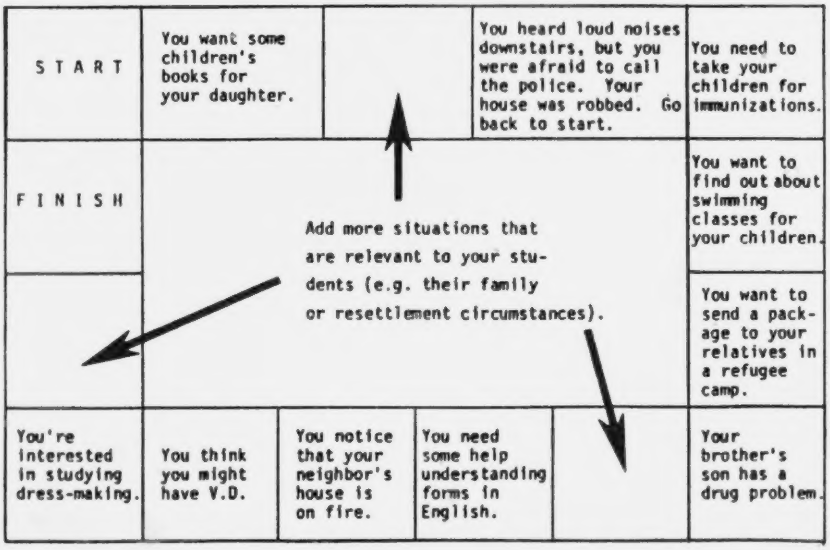
- Distribute cards depicting (in words or pictures) situations that might require assistance from a social service agency. Have each group determine what the problem is, what kind of help is needed and where to go for that help. Ask the groups to report to the whole class. Some sample situations:

- * Your brother has been using drugs a lot lately. He is becoming addicted to very strong drugs.
- * Your husband hits your children when he is in a bad mood. The children sometimes get hurt.
- * Your grandfather wants to socialize with people his age.
- * Your grandmother is almost 70 years old. She seems unhappy, has stopped talking to the children and won't do the embroidery she used to do.
- * Your uncle needs to talk to a lawyer but can't afford it.
- * Your cousins recently arrived from a refugee camp. Through friends they got part-time jobs right away. They don't have enough money to pay for rent, food and clothing for themselves and their four children.
- * Your daughter is deaf. You would like her to learn sign language and get an education.

5 Assessment

Board Game. Students identify appropriate sources of help or information in given situations.

- Play a board game in which pairs or small groups of students throw a number cube and move a marker the indicated number of spaces. Each space can name a "situation." The students must decide upon the appropriate source of assistance. Award one point for each correct answer. Continue the game until all teams reach FINISH.
- Post pictures of various community and social service agencies or places around the room as reference.



START

You want some children's books for your daughter.

You heard loud noises downstairs, but you were afraid to call the police. Your house was robbed. Go back to start.

You need to take your children for immunizations.

You want to find out about swimming classes for your children.

You want to send a package to your relatives in a refugee camp.

Your brother's son has a drug problem.

You need some help understanding forms in English.

You notice that your neighbor's house is on fire.

You think you might have V.D.

You're interested in studying dress-making.

FINISH

Add more situations that are relevant to your students (e.g. their family or resettlement circumstances).

Notes

Preparation

Design the "Board Game," Activity 5, to include situations that would be relevant to your students' personal or family circumstances.

Language

Advanced Vocabulary. senior citizens center, handicapped, disabled, mental health clinic, drugs, poison, self-reliance.

Advanced Structures. I'd better talk to someone at the resettlement office. I think you ought to _____. You should ______.

Variations

Present a Slide Show or Video (see Techniques) of people requesting assistance or information from various community or social service agencies in the U.S. Ask students to clarify why those people went to those particular agencies and to explain why they might or might not use the services in the U.S.

This lesson is the first of a five-part series including Lessons 31-35. All contain related information and activities.

See Lesson 59, "Culture Shock" and Lesson 19, "Maintaining Good Health," (Settling In, Book 1) for information and activities related to mental health.

Lesson 7, "Messages and Letters" (Settling In, Book 1), offers activities and information dealing with postal services.

Concerns

If you choose to use a camp map in the Cultural Exploration activity, be sure your students are able to read maps first.

People who come from societies in which families tend to keep problems very private (e.g. finances, illness, interpersonal problems, severe depression) may find the U.S. system of community and social services surprising and confusing. Without traditional support systems (extended family or ethnic communities) however, refugees may find the U.S. support services invaluable.

The term "social services" as used in this handbook does not refer to the activities of the Dept. of Human Services. The term refers to services provided by a variety of agencies and organizations--some provided through state agencies, others through voluntary organizations. It may be necessary to share this explanation with your students.

31 Community Services

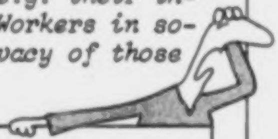
Bits and Pieces

1 *Community and social services are provided by agencies established to help people meet basic needs and improve the quality of their lives. These agencies may be supported by government, religious or private sources. Their aim is to assist people with immediate or long-term needs.*

2 *Self-reliance is a strong value in American society. People believe in "pulling their own weight"--taking responsibility for their own lives, jobs and general well-being. They may prefer to be seen as independent rather than as dependent on other people's help.*

3 *At the same time, there is a strong belief in the value of mutual cooperation and assistance. Individuals, private or religious organizations and the government all build agencies to offer guidance or support for those people not able to help themselves for some reason. One shouldn't be embarrassed or fear being penalized when asking for help in times of need (e.g. a fire at home, a suicide threat by a relative). It is expected that people will contact others in a position to help them whenever the need arises.*

4 *Privacy is another key value in American society. People are often uncomfortable sharing "private matters" with others (e.g. their income or expenses, family or relationship problems). Workers in social service agencies are expected to respect the privacy of those seeking help and not share confidential information.*



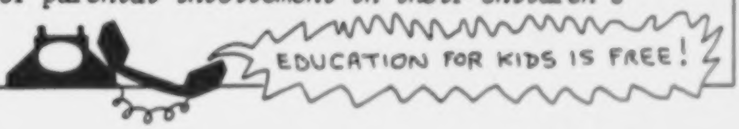
5 *Characteristics of Community and Social Service Agencies:*

Specialization	*each service has a different function.*
Varied Locations	*each agency may need to be contacted separately by telephone or in person.*
Impersonal	*some agencies are large; people get assistance from strangers.*
State-to-State	*every state--every community--has its own system of available services; these vary widely from place-to-place.*

6 *COMMUNITY SERVICES (for all people in the commnity; supported by taxes such as sales, property or income tax)*

Library: books for children and adults to borrow free of charge.

* *Public School System: 1) free education for all children; 2) grades divided into primary and secondary education; 3) every child between 6 and 16 is legally required to attend school; 4) opportunities for parental involvement in their children's education.*


EDUCATION FOR KIDS IS FREE!

Post Office: materials and services for mailing letters, packages and money within the U.S. and overseas.

Parks and Recreation Department: 1) recreation facilities (e.g. courts and fields); 2) dance, sports or games classes; 3) local sports teams and competitions.

7 SOCIAL SERVICES (for people who qualify because of income or special need; government agencies supported by taxes, other agencies supported by private contributions)

* Department of Employment: 1) job-hunting assistance; 2) workman's compensation for people injured on the job; 3) unemployment compensation when people are laid off or the job ends.

* Social Security Office: 1) retirement checks for people aged 65 and over; 2) social security cards; 3) income checks for those permanently disabled.

Department of Public Welfare: 1) general relief--checks for families with low or no income; 2) Aid to Families with Dependent Children--checks for families with children and limited income; 3) Refugee Cash Assistance (limited time)--checks for newly-arrived refugees who haven't found work; 4) Foodstamps for people with limited income; 5) Medicaid, medical insurance for people with low or no income; 6) Emergency Energy Subsidy to help pay home heating bills.

Department of Child Welfare: 1) counseling for troubled families; 2) help for children who are abused or neglected by their parents.

Mental Health Clinics: counseling for very upset, confused or unhappy people, and for those who are suicidal or have a long-term mental illness.

Community Health Clinics: 1) general medical care; 2) payment often on a "sliding scale"--adjusted according to client's income.

* Department of Public Health: 1) checking and control of communicable diseases; 2) vaccinations.

Department of Elderly Affairs/Senior Citizens Center: 1) recreation; 2) help with housing, food and counseling for the elderly.

Special Needs: help for mentally retarded or physically handicapped people; group homes for retarded adults; special training programs for physically disabled people.

Poison Control Center: 1) information about treatment for accidental poisoning; 2) information about product hazards.

Drug Crisis Center: 1) rehabilitation; 2) counseling for drug users and their families.

Legal Aid: low-cost legal advice.

* Refugees must contact on arrival in the U.S.
Agencies are listed in the phone book.

Planning

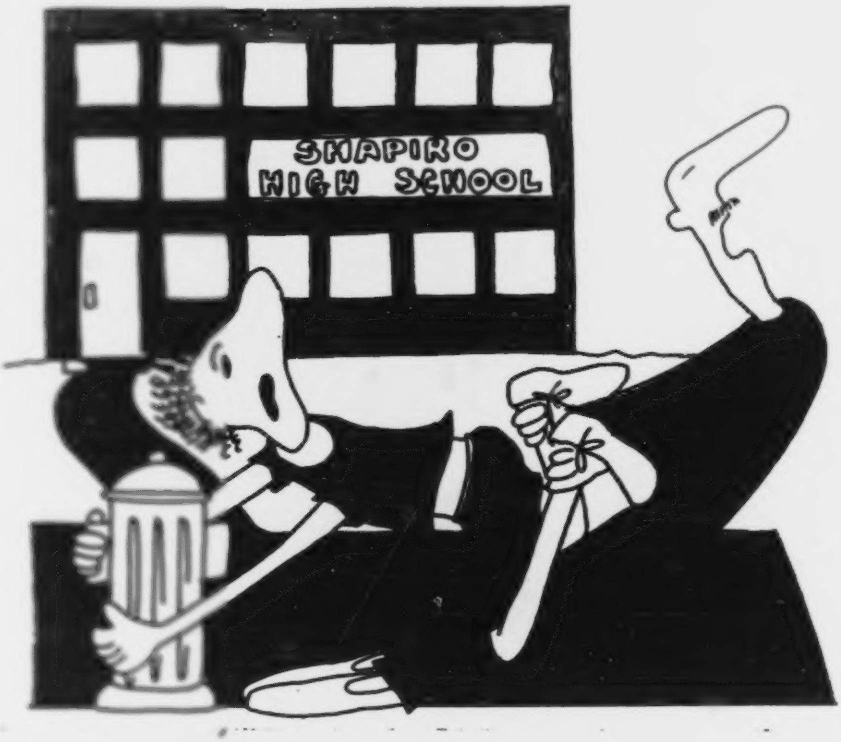
EVERY
LITTLE
BIT HELPS

Lesson 32

Education for Children

"I need to enroll my daughter in school."

Parents have some basic responsibilities related to their children's education. In this lesson, students examine the parents' role in the education of their children and become familiar with the U.S. educational system.



Objectives The students will be able:

- to describe some basic laws governing schools and education for children.
- to describe patterns of education for children in the U.S., including child care programs and primary and secondary schools.
- to identify parents' responsibilities regarding the education of their children.
- to identify and suggest solutions for conflicts that may arise between parents, children and school personnel.

32 Education for Children

Rationale

Great value is placed on the education of children. U.S. law states every child aged 6 through 15 must attend school. It is important for parents to understand the law and to be aware of their responsibilities in terms of their children's education. It is also helpful for them to be familiar with the basic structure of the U.S. educational system in order to better understand and participate in the lives of their children.

Skills

clarifying information
clarifying attitudes
identifying problems
weighing options
solving problems

Materials

Item	Quantity	Activity
blank paper	1 per student	1
pictures: child care activities*	4-5 per class	3a
chart: primary and secondary school*	1 per class	3b
pictures: various jobs*	4-5 per class	3c
poster: school enrollment*	1 per class	3d
valuation situations*	4-6 per class	4a
case studies*	4 per class	5

* preparation needed before class

Language

I need to take my
child to school.

She is ___ years old.
He

What grade is she in?
class

I am her _______.
When can she start?
Who is her teacher?

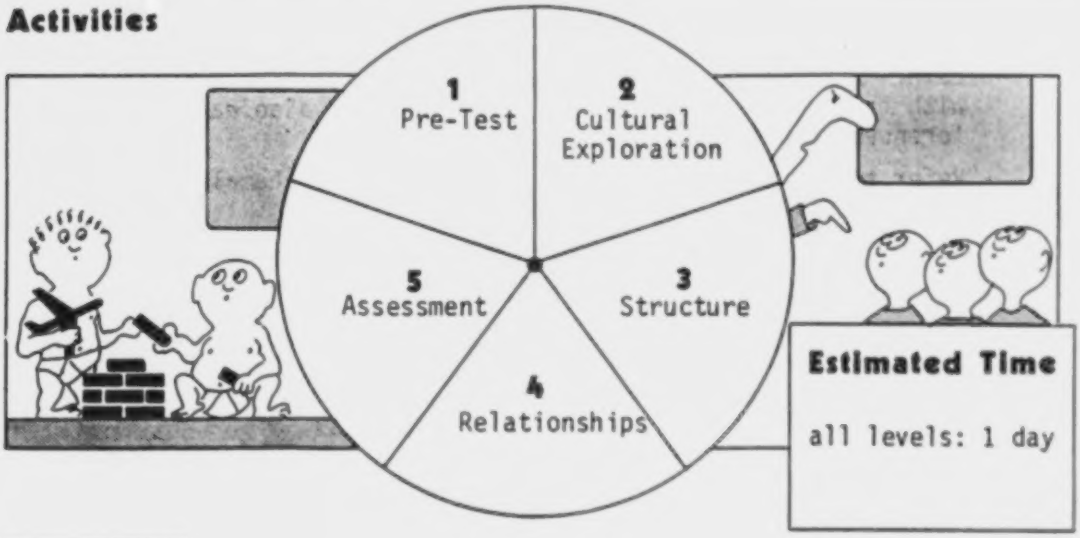
Vocabulary

school
teacher
son
daughter
child
children
mother
father
parent
(numbers)
grade
class

Literacy

(form language)

Activities



Estimated Time

all levels: 1 day

1 Pre-Test

My Family. Students identify their family members who must, by law, attend school in the U.S.

- Ask the students who attends school in the U.S. Boys? Girls? 3-year-olds? Married adults? Who is legally required to attend school?
- Distribute blank paper. Ask each student to draw pictures of his or her family members. Instruct them to "circle" the pictures of people who are 6 to 15 years old. Explain that children must go to school in the U.S. or they and their parents will have legal problems.
- In classes in which most students do not have children of this age, ask how many plan to have children someday.

2 Cultural Exploration

Home and Camp. Students compare and contrast attitudes and behavior related to school in their native country and in the refugee camp.

- Have the students form two groups. One group will organize and perform a demonstration of a "typical" class in their homeland. The other group will demonstrate a "typical" class in the refugee camp. For guidance, list or discuss some points for the students to keep in mind as they create their scenes (e.g. teacher/student relationship, learning/teaching style, male/female interaction).
- After each group performs, lead a discussion to clarify the ideas presented.
  - * How were the students seated? Why?
  - * What did the students do when the teacher entered the classroom? Why?
  - * May a student ask to leave the room? How?
  - * Etc.

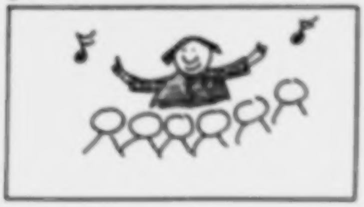
- Ask students to identify and describe reasons for the similarities and differences between classes in their native country and in the camp. Explain that classes for children have some things in common with the adult classes in the camp, but they also have some differences that they will study about today.
- Refer to the demonstration of a class in their homeland. Ask specific questions:

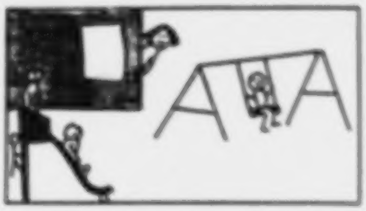
  * How old are children when they start attending school?
  * How do they get to school?
  * What subjects do they study?
  * How many subjects does one teacher teach?
  * How many kinds of schools are there (e.g. religious, government, private)?
  * Do children have to wear uniforms?
  * Can they wear make-up? Long hair?
  * What leveling or grading system is used?
  * What are the laws in their country about education?
  * Do students stay in the same classroom all day?

3 Structure

a Child Care. Students discuss their attitudes about child care programs.

- Present pictures of small children playing or being taken care of by people other than their parents. Have the students describe what is happening in each picture. Explain that these are scenes of the kinds of activities that happen at child care programs in the U.S.





- Explain further the purpose and function of child care programs and the types of programs that are available in different places.

  * Why might some people decide to take their children to child care centers?
  * What are the advantages and disadvantages of taking children to these centers?
  * Would you take your children to attend a child care program? To a baby sitter? Why/why not?

b Primary and Secondary. Students describe some basic patterns of education for children in the U.S.

- Post a chart that outlines the structure of primary and secondary schools. Review the information as a class.

- Refer students to the drawings they made of their family members. Ask them to identify the school (e.g. elementary, middle or junior high school, senior high school) where each school-age child might enroll upon arrival in the U.S. At this point, emphasize that each town may have its own system of organizing and labeling the schools.
- Explain how children are placed in grades according to age, test results, school background, etc.

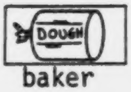
c Study and Work. Students identify the relationship of particular school subjects to specific jobs.

- List the school subjects commonly taught in U.S. secondary schools. Show pictures of people at various jobs. Ask the students to identify the subjects that each worker might have studied in order to be able to do his or her job. Examples:

Mathematics
English
U.S. History
Biology
Physical Education

waitress

(Mathematics: needs to calculate totals, count money and make change.)



baker

(English, mathematics: needs to read recipes and measure exact amounts.)

- Ask the students to name all the advantages of a good basic education.

d Parents' Responsibilities. Students identify responsibilities that parents have concerning the education of their children.

- Ask those students who are parents when they will finish studying in the camp. When (in what month) might they get to the U.S.? When should they enroll their children in school? What will they need in order to enroll them?

ENROLLING IN SCHOOL

Papers to bring:

immunization record, I-94 card, medical documents and other documents from refugee camp school.

- Show a poster of a parent enrolling his or her child in school. Explain--even though sponsors and sponsoring agencies usually assist in this process, it is important for parents to understand the procedure.
- Discuss some other areas of responsibility for parents related to attendance, absence or late notes, report cards, lunch, conferences, etc.

4 Relationships

a Teacher/Student. Students choose an appropriate response to a question regarding the teacher/student relationship.

- Conduct a Valuation Activity (see Techniques).

- Have the students form groups of three. Ask each group to listen to the situation and possible follow-up actions and then to select an appropriate response.

  A. Mr. Jones, a very serious and formal teacher during class, started telling jokes with some students after school. It would be fine for the students to:

  1. make jokes, too.
  2. say good-bye and walk away because they shouldn't be joking with their teacher.
  3. tell jokes to Mr. Jones during class the next day.

  (ans: 1)

  B. Many of the students in S's class were disrespectful to the teacher. They explained to S that the teacher was lazy and mean and not very smart. They talked back to the teacher and often didn't do their assignments. It might be best for S to:

  1. learn some bad words to say to the teacher.
  2. tell the teacher what the students said about her.
  3. complete her own assignments, regardless of what the others do.

  (ans: 3)

- Create other situations. Ask the groups to present their situations to the class and explain their responses.

b Student/Parent. Students identify ways in which they can or might be asked to share in or assist with their children's education.

- Ask the students if parents were involved in their children's education in their homeland. In what ways?
- On the blackboard, draw a picture of a "student" at school and "parents" at work or home.
- Ask students to give an identity to the student in the picture (e.g. name, age, length of time in the U.S.) and names to the parents. Have students briefly describe the kinds of things the child in the poster might do during a typical school day (e.g. subjects studied, kind of lunch eaten, time he or she goes home, hours spent on homework or working). Then ask them to briefly describe the parents' activities.
- Review the child's activities mentioned, asking students to identify those which might be shared (even partially) between students and their parents. How many ways can they think of for parents to share in or assist with a child's education? Do they think that would be helpful? Why or why not? When might parents have time to help their children? (Be sure to include parents' signatures on report cards, late notes, excuses from P.E. class or early dismissal from school for a doctor's appointment, conferences with teachers, etc.)

5 Assessment

Case Studies. Students identify potential conflicts between the school's, the student's and the parents' expectations of each other and identify possible solutions.

- Present Case Studies (see Techniques) about parent/child/school conflicts. Have the whole class or small groups identify and describe the conflict(s) and possible solutions. Ask students to defend their choice of solutions by discussing possible consequences.

  * The S family has been in this town for 2 months. One of Ms. S's neighbors invited her to a meeting of the school's parent-teacher organization. The children, C and N, were afraid they had done something wrong. Their mother had never gone to their school to meet with the teachers before.

    * What is a parent-teacher organization?
    * Why did Ms. S go to the meeting?
    * What might have been discussed at the meeting?
    * What did the children think their mother was going to do at school?
    * What were the conflicts here? How might they have been avoided? How might they be resolved?

  * K had always been an excellent student, both in his native country and in the refugee camp. During his first 3 months in a U.S. high school, he studied very hard every day. It was a struggle to study in English. When his first report card was sent to his parents, he felt ashamed. His grades were not very good. His family was upset with him. Why was the smartest child in the family doing so poorly in school? They demanded that he study even harder. K stayed in his room trying to study, sometimes crying.

    * Where was K an excellent student?
    * What caused him to be ashamed?
    * Why was his family upset with him?
    * What are the conflicts?
    * How might they be resolved?

  * L had been in school in the U.S. for only two weeks when she started complaining of stomachaches and headaches two or three days a week. She didn't want to go to school. She couldn't concentrate on her lessons. Finally, after asking many questions, L's parents discovered that she felt very shy about wearing the school's required P.E. uniform--matching top and shorts. She was uncomfortable wearing so little in public, especially with boys around.

- * What physical problems (illnesses) did L have?
- * What caused the illnesses?
- * How did her parents find out the cause?
- * How could L help herself feel better (more comfortable) in this situation?
- * How would you feel if you were L's parents? What would you do?

* M had been in school in the U.S. for one month when his teacher asked M's mother to come for a conference. The teacher reported that M never followed directions. He just spoke his own language, not English. He disturbed the other children by looking at their papers and saying things they couldn't understand. The teacher had been punishing M each day by making him sit alone in a corner. M's mother explained that M is deaf and the noises he makes are "his own" language. The school then arranged for M to enroll in a special class for disabled students.

- * What was upsetting the teacher?
- * How might M have felt when he was punished?
- * How could this problem have been avoided?

Notes

Preparation

Refer to any personal background information you may have collected from the students at the beginning of the course. Create case studies that reflect the students' family situations in terms of numbers and ages of children, single or married parents, etc.

Language

Advanced Vocabulary. enroll, immunization, law, child abuse, report cards, names of school subjects.

Advanced Structures. I need to enroll my children in school. Which school will they attend? What do we need to do?

Variations

Organize a Field Trip (see Techniques) to a local primary or secondary school. Give students instructions in advance concerning what to look for or notice when touring the school.

Distribute sample school enrollment forms. Have students complete the forms by listing personal background information about their children.

Explain that though public education is free in the U.S., there are costs involved in having children attend school. List or draw the following items on the blackboard and discuss where people purchase them: student activities card, gym suit, notebooks, pens and pencils, tennis shoes, field trip expenses, library fines.

Concerns

This lesson covers a lot of information as well as attitudinal issues. Depending on your student population and the amount of time you choose to spend on this topic, you may need to pick out a few aspects of children's education to introduce. These or related ideas can be looked at and reinforced in other lessons as well. See Lesson 23, "Family Structures," Lesson 28, "A Multi-Ethnic Society," and Lesson 29, "Refugees in the U.S.," in Settling In, Book 1.

32 Education for Children

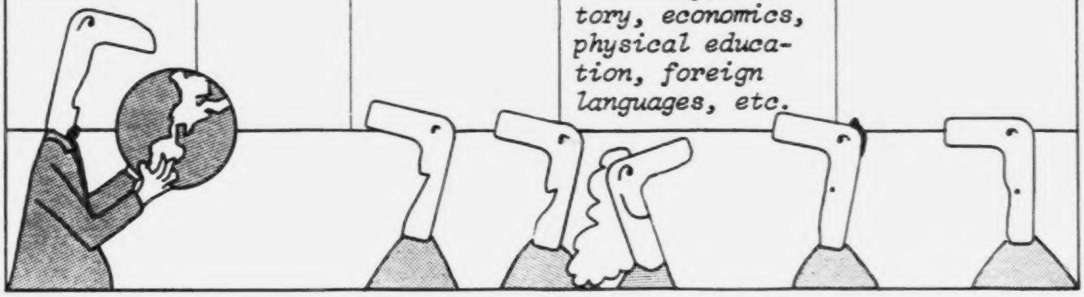
Bits and Pieces

1 *Education is a right of all children in the U.S. regardless of their race, ethnic or national background, physical or mental handicap, or religion. Schools in the U.S. aim, ideally, to prepare students to be law-abiding citizens, to be able to think about and analyze their situations and the world around them, to make responsible decisions and to be able to put their academic and living skills to use in a job. It is the responsibility of all parents to see that their children attend school.*

THE SCHOOL SYSTEM

2 *School systems and schools themselves vary from state-to-state and town-to-town. Schools get their money from taxes paid by the local population. Below is a general description of the U.S. school system.*

Type	*Ages*	*Grades*	*Subjects*	*Activities*
Private or community Child Care (fees may be high or low)	*up to 5 years old*		*pre-literacy skills*	*arts and crafts, physical exercise, songs, sometimes a meal.*
Primary (elementary or grade school)	*5 or 6 to 10,11,12 or 13 years old*	*Kindergarten through 5th, 6th, 7th or 8th grade.*	*reading, writing, mathematics, social studies, sciences, art, music, physical education, etc.*	*choir, orchestra, student government, etc.*
Secondary (junior high school or middle school)	*10 to 13 or 14*	*6th or 7th to 8th or 9th*	*English, mathematics, science, social studies, physical education, foreign language, etc.*	*choir, band, orchestra, drama, special interest clubs, sports, cheerleading, etc.*
(senior high school)	*14 or 15 to 17 or 18*	*9th or 10th to 12th*	*English, mathematics, biology, chemistry, history, economics, physical education, foreign languages, etc.*	*same as above.*



3 *Education and the law*

- * *Public education is free. No uniforms are required. Textbooks are provided, though people must purchase pencils and notebooks.*
- * *Free transportation is usually provided to and from school. Tokens may be given for students to use on public buses or subways.*
- * *All children in the U.S., aged 6 through 15, must attend school regularly.*
- * *All children must have certain immunizations before being allowed to enroll in school.*
- * *Each state has requirements for the school subjects that must be studied and passed in order to be able to graduate.*
- * *Teachers are required to report suspected cases of child abuse to the police.*

4 *Parents' Participation*

By sharing in their children's education to the extent they can, parents benefit both themselves and the kids. Perhaps they can help each other with English or mathematics or perhaps simply understand each other's daily lives, happiness and frustration a little better. Parents (or legal guardians) are required to make sure their children attend school every day, sign absence and late notes, review and sign report cards and meet with teachers or school guidance counselors as requested or needed. Parents may also choose to join a parent/teacher organization which allows participants to discuss and try to improve the schools.

5 *ADJUSTMENT TO U.S. SCHOOLS* *Possible Areas of Difficulty:*

- *co-ed gym classes.*
- *differences in name order.*
- *extreme shyness (bowing head; not looking teacher in the eye)*
- *reluctance to ask questions (showing respect for the teacher's authority)*
- *feeling insulted when called with a finger motion or when touched on the head.*
- *feeling uncomfortable sitting on the floor with feet showing.*
- *intense parental pressure to study more and "play" less.*
- *sports or recreational activities (wearing shorts, dancing together).*
- *prejudice from other students.*
- *incorrect grade placement.*
- *general confusion about the U.S. school system.*
- *parents' opposition to sex education classes in some states.*
- *unidentified learning disabilities and handicaps.*
- *use of traditional health practices mistaken as child abuse (coining, "burning" with a heated glass).*
- *taking showers with others after P.E. classes.*
- *different cultural roles at home and at school.*

Planning

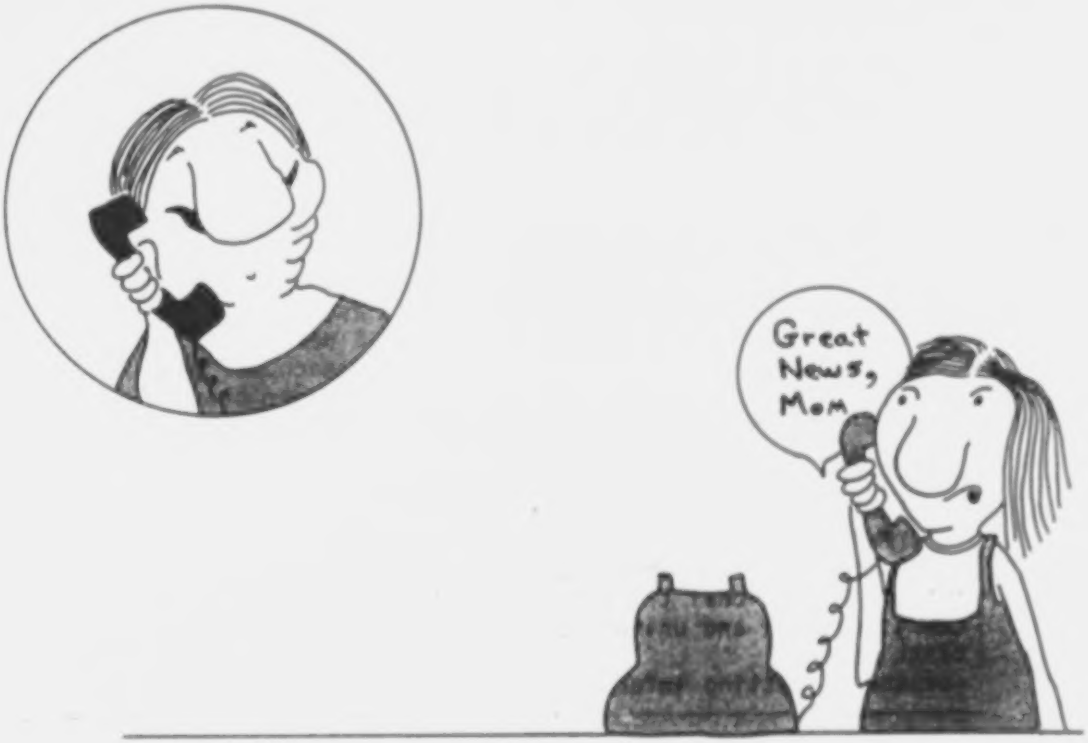
SHE'S THE
TEACHER'S
PET

Lesson 33

Education for Adults

"I plan to study welding at the community college."

Educational opportunities for adults in the U.S. are abundant and varied. In this lesson, students become familiar with the diversity of educational programs and determine some personal preferences and priorities.



Objectives The students will be able:

- to identify and describe opportunities for continuing adult education in the U.S.
- to prioritize and plan a daily work/study/home schedule in given situations.
- to identify ways to find out about educational opportunities in their community.
- to set some personal goals in terms of life, school and work situations.

33 Education for Adults

Rationale

There are many types of education and training programs available to adult refugees in the U.S. By understanding some of their possible options and figuring out where to go to get information about the opportunities in their communities, refugees will be able to take the initiative to further their education in ways they feel are important for them.

Skills

clarifying information
clarifying attitudes
assessing needs

determining priorities
setting goals
budgeting time

Materials

Item	Quantity	Activity
puppets, maps	as needed	1
map: students' native country	1 per class	2
newsprint, felt marker	3 each per class	2
letters from refugees: ESL in the U.S.*	3-5 per class	3a
letters from refugees: ESL in camp*	3-5 per class	3a
chart: adult education programs*	1 per class	3b
paper dolls*	6-10 per class	3b, 5b
flashcards: family situations*	5 per class	3c
map: Mulberry Bush*	1 per class	3c
chart: schools in Mulberry Bush*	1 per class	3c
posters: vocational training classes*	5-10 per class	4
chart: college and university*	1 per class	5a
blank paper	3 per class	5a, 6b
worksheet: getting information*	1 per student	6a

* preparation needed before class

Language

I can study at 9:00.

I want to study ESL at night.

I am a student.

My husband works in the morning.

Vocabulary

school
student
teacher

work
job

(family members)

study
ESL

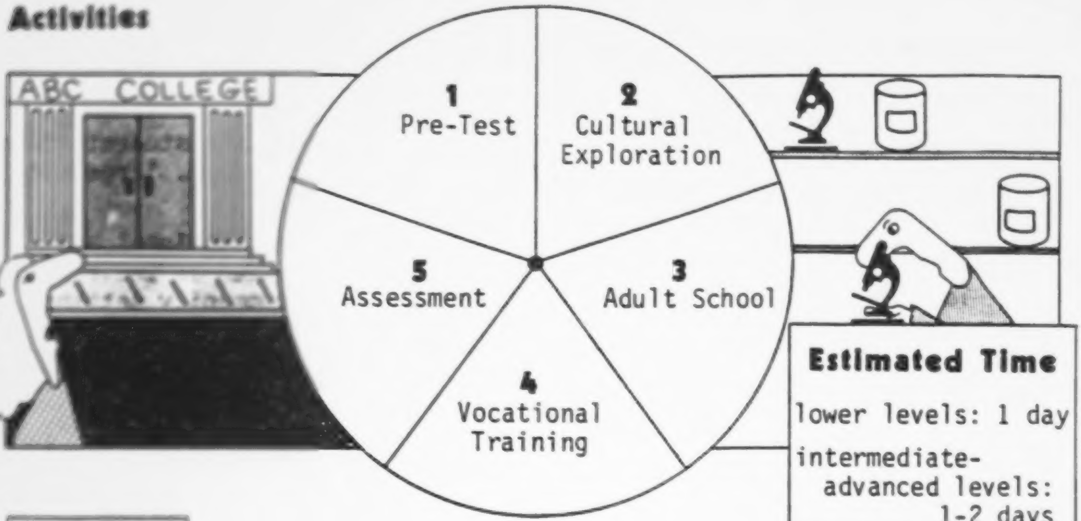
at night
in the morning
in the afternoon

Literacy

(time)

(days of the week)

Activities



Estimated Time

lower levels: 1 day

intermediate-advanced levels: 1-2 days

1 Pre-Test

One Family. Students assess the educational needs of a refugee family in the U.S.

- Using maps, pictures and question words, elicit from the students a story (see Techniques: Story Line) of a "typical" refugee family (from the students' native country) including the family members' backgrounds and ages.
- Have the students draw pictures or use puppets to explain the details of this family's life related to their living, studying and working backgrounds and experiences.
- Focus on this family upon arrival in the U.S. Considering each family member's age and educational and employment background (and length of time in camps or prison), what might they want or need to do in terms of schooling in the U.S.? Examples:

50-year-old mother, farmer, minimal English	ESL classes
12-year-old daughter	public school
19-year-old son, high-level English, 5 years of formal education	vocational training or community college

* Who should study? Might some need/want to work instead?
* Might some be able to study and work?

- Review the students' suggestions, adding and clarifying information as needed.

* What are some purposes of adult education?
* Why would adults want or need to study?

2 Cultural Exploration

At Home And In Camp. Students describe educational and training opportunities for adults in their native country and in the refugee camp.

- Post a map of the students' native country. Have the students form groups according to their former living situation (e.g. large city, small town, rural village).
- Ask each group to discuss and list on newsprint educational and training opportunities for people older than sixteen in their homeland, concentrating on people in their type of community setting.
  - * Does the government offer educational or training programs? What kind? For whom?
  - * Are the programs open to both men and women?
  - * Are there private school programs for adults? Describe.
  - * Can everyone who qualifies attend university?
  - * Are teachers or professors friends with their students? What is a "typical" teacher/student relationship?
- Have group representatives share the lists with the whole class. Have them point out on a map where they used to live.
- As a class, discuss the adult programs offered in the refugee camp.
  - * What are adults studying in camp?
  - * Why are those programs available?
  - * Why are people attending those courses?
  - * How do they study and learn? (Classroom environment.)
  - * Who chose what they will study?
  - * Why were these subjects chosen?

3 Adult School

a ESL. Students become familiar with some opportunities for studying English as a Second Language in the U.S. and state the advantages of studying ESL in the camps.

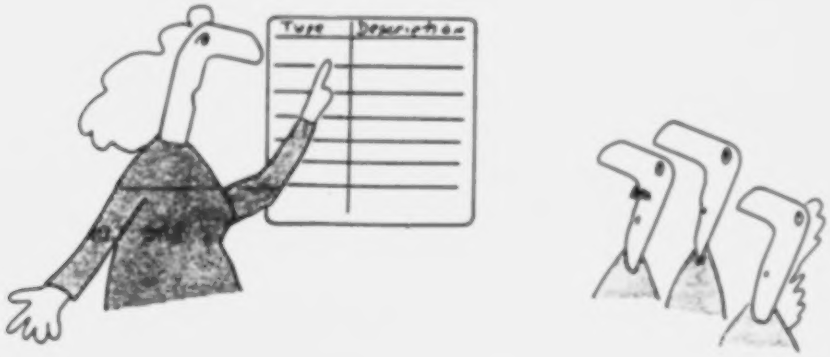
- Describe various English programs for adults, including community college and high school courses, programs required for people receiving Refugee Cash Assistance and Community/Adult Center classes.
- Elicit from the students factors they will consider when deciding whether or not to study English in the U.S., where and when. These factors might include: job schedules, public assistance regulations, vocational training schedules, child care needs, transportation schedules, etc.
- Ask the students to name the factors they consider when they study English in the camp (e.g. U.S. government requirements--they want to go to the U.S.). What are some advantages of studying in the camp?
- Share some Letters from refugees (see Techniques):

> "If you have to stay (in the camp) for six or seven months you should try to learn as much as you can about English and everything else."
>
> Hmong man, California
>
> "...try to learn as much English as possible. I spent one year in the refugee camp. I enjoyed life there very much. How happy I was! I indulged myself in lounging about and spent more time having fun than studying English so when I got to the U.S. I was in a daze."
>
> Vietnamese man, California
>
> "You know, until now, my husband has not gotten a job. I think that it is not easy for someone...who doesn't speak English or have a skill, so I hope you use your time wisely to learn English. Even if you have no skill, English is better than nothing."
>
> Khmer woman, Kansas
>
> "When I got here I got a job after one month. I work in a cloth factory as a spinner... Since I left the camp I didn't have time to study more English. I get some practice speaking English at work."
>
> Lao man, New York

- After each letter is presented, ask questions and elicit reactions from the students. As an option, present some letters in which refugees discuss ESL classes or programs (see Appendix). Then, ask clarification questions about programs mentioned (e.g. location, size, attendance requirements).

b Other Programs. Students identify and describe opportunities for continuing adult education.

- Post a chart listing and illustrating adult education programs including GED, vocational training and general interest classes as well as programs for senior citizens, homebound women and handicapped adults. Review the chart as a class.



- Show a paper doll and explain its situation. For example:
  - * Thirty-year-old woman. Intermediate English level. Wants to be a nurse's aide.

  Ask the students to identify and describe her options in terms of the programs and classes listed on the chart. Which course should she choose? Why?

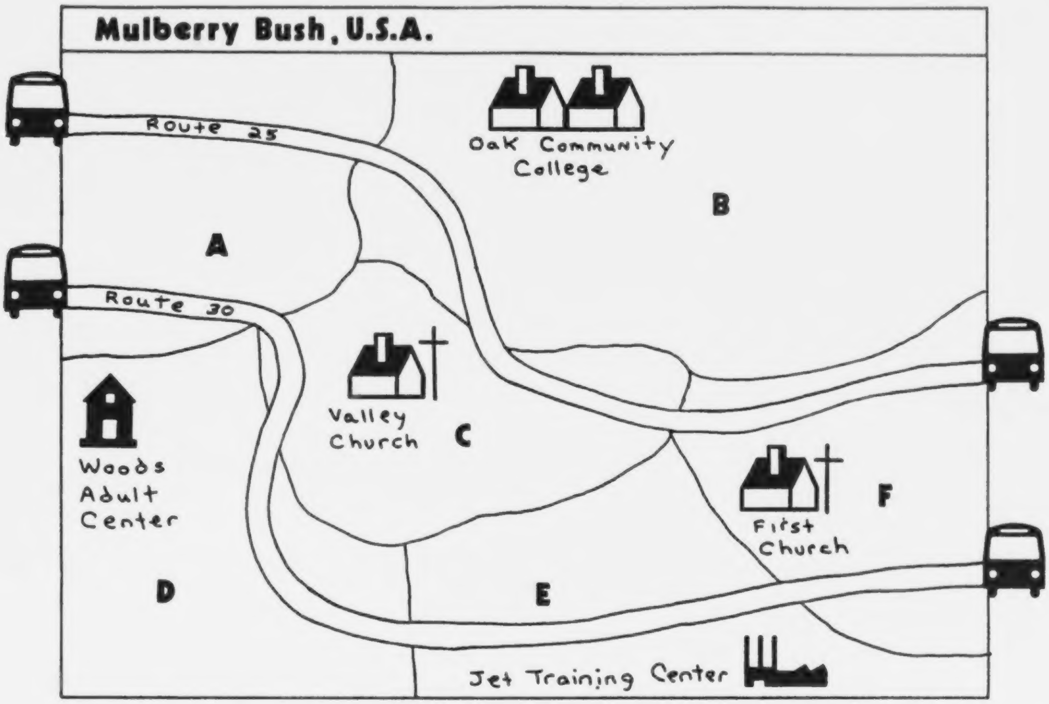
- Continue with several other paper dolls and stories.
  - * Twenty-year-old man. Mentally retarded.
  - * Twenty-seven-year-old man. Advanced English level. Wants to enter a university eventually. Doesn't have a high school diploma.
  - * Forty-eight-year-old woman. Wants to make friends and improve her cooking skills.

c Planning. Students plan a daily school schedule.

- Have the students form six groups. Explain that each group is a "family." Distribute a "family situation" card to each group which states where they live, when they work and who is in the family. Sample cards:

You have 7 children. You live in Area E. You work from 10 A.M. to 3 P.M. Mon. to Fri. Your spouse works from 9 A.M. to 5 P.M. Thurs. to Mon.	You and your family live in an apartment in Area A. Your 3 children are 2, 3 and 5 years old. You and your spouse both work 6 days a week. You work from 9 A.M. to 5 P.M. and your spouse works from 8 A.M. to 4 P.M.	You have 5 children. You live with relatives in Area D. You work from 11 P.M. to 7 A.M. and your spouse works from 9 A.M. to 6 P.M.
You live in Area F with 2 small children. You work from 7 A.M. to 4 P.M. Your spouse is unemployed.	You are a single parent with 2 small children. You work from 3 P.M. to 11 P.M. You live in Area C.	You live in Area B. You have two part-time jobs, one is from 7 A.M. to 11:30 A.M. and the other is from 5:30 P.M. to 10 P.M.

- Post a map of Mulberry Bush, U.S.A., the town in which all these families live.


Mulberry Bush, U.S.A.
Route 25
Route 30
Oak Community College
A
B
C
D
E
F
Valley Church
Woods Adult Center
First Church
Jet Training Center

- Also, post a chart describing schedules for each school or training program in the town.
- Point out the bus routes on the map, explaining that it takes fifteen minutes to go from one area to the next.
- Instruct the groups to read their cards, study the map and chart and plan a daily schedule for themselves. Ask them what factors they will need to consider when thinking about their schedules. Answers may include work schedules, fatigue, safety at night, child care, transportation, ESL programs available at their level, etc. What are their priorities?

Place	English Level	Time (M-F)	Child Care Available?
Oak Comm. College	all	8:30-11:30 12:20-3:30 6:00-9:00	no
First Church	beginning	10:00-12:00 2:00-4:00	yes
Woods Adult Center	intermediate advanced	9:00-10:00 1:00-3:00 6:00-8:00	no
Valley Church	beginning intermediate (women only)	9:00-11:30	yes
Jet Training Center	intermediate advanced	8:00-12:00 1:00-5:00	yes

- After the groups have planned their schedules, ask them to share and explain their decisions. Encourage questions and discussion.

4 Vocational Training

Variety. Students describe various vocational training programs in the U.S.

- Around the room, put posters of people studying job-specific skills. Give students a few minutes to walk around and "study" the pictures.
- Ask them to explain what the people are doing in each picture. What tasks are they performing? What type of job are they preparing for?
- List their responses on the blackboard. Add or clarify as necessary.
- Explain about the various vocational programs that offer the training shown in the posters, including: government and private courses, refugee specific training programs, community college courses, etc. Remind students that availability of programs and English ability may determine entry into programs.
- Ask specific clarification questions to check comprehension.

5 College and University

a Structure. Students explain the structure of higher education in the U.S.

- Post a chart describing the structure of community and 4-year colleges and universities in terms of funding (private vs. public) programs offered, degrees awarded and cost/financial aid available.
- Review and discuss the information on the chart (see Appendix).
- Have the students form two teams. Distribute blank paper. Ask the students to write down any further questions they have about college and university programs or opportunities in the U.S. Have the two groups exchange their questions.
- Take down the chart. Have one student from each team read a question. The teammates try to answer it. Award one point for each correct answer. Continue with the remaining questions. The team with the highest number of points wins. (Be sure the teams have the same number of questions.)

b Options. Students identify and describe opportunities for college and university education in the U.S.

- Continue using paper dolls as in Activity 3b, "Other Programs." For example:
  - * 37-year-old high school math teacher. Would like to become an engineer. Very high level English ability.
  - * 22-year-old. 6 years of formal education. Uncertain about career goals. High-intermediate level English ability.
- Ask the students to identify and describe each person's options in terms of the programs and classes listed on the chart. Which course should he or she choose? Why?

6 Assessment

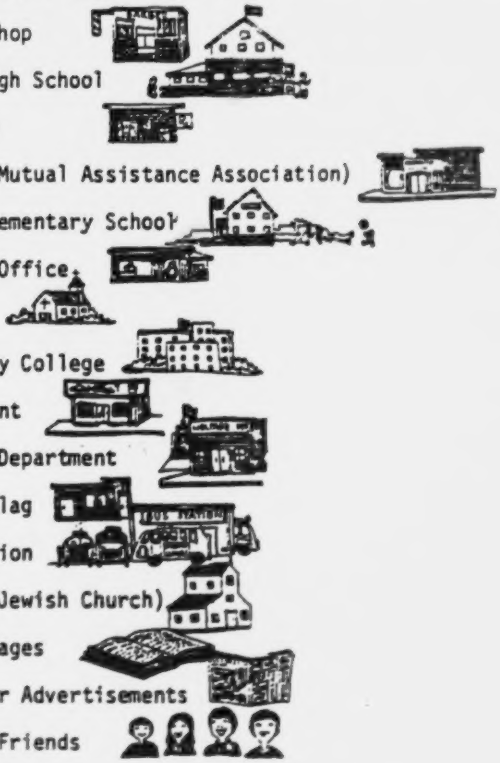
a Getting Information. Students identify ways to find out about educational opportunities in their community.

- Distribute a worksheet to each of the students. They place an "X" next to the names of places they might contact for information about educational opportunities in their new community.

ADULT EDUCATION: GETTING INFORMATION

Which places might you contact to find out about educational opportunities in your community? Place a check next to each.

__________ Barber Shop
__________ Local High School
__________ Pharmacy
__________ M.A.A. (Mutual Assistance Association)
__________ Local Elementary School
__________ Dentist Office
__________ Church
__________ Community College
__________ Restaurant
__________ Welfare Department
__________ Local Volag
__________ Bus Station
__________ Temple (Jewish Church)
__________ Yellow Pages
__________ Newspaper Advertisements
__________ Refugee Friends



- Have students share their choices and reasons for those choices. Add or clarify information as needed.

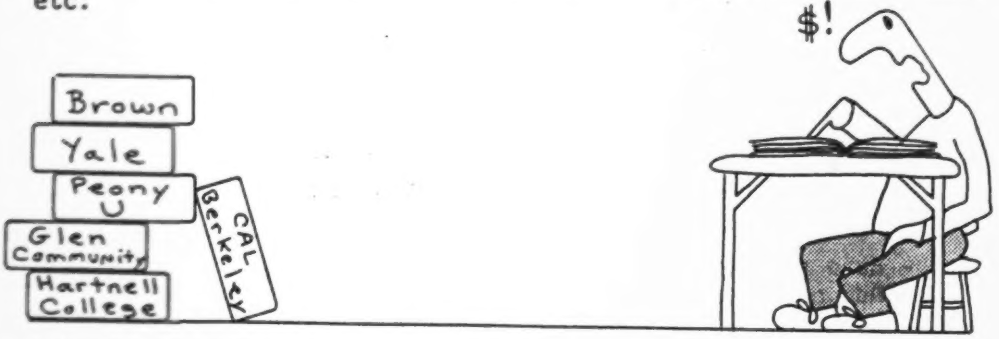
b Personal Goals. Students determine some personal goals and determine how they might meet those goals.

- Distribute blank paper. Ask the students to close their eyes for a moment and "imagine" themselves and their families in the U.S. one year after arrival. What do they look like? How do they feel? What do they do each day?

- Individually have students write or draw a description of themselves one year after their arrival in the U.S. Where would they like to be living? What would they like to be doing? Etc.
- Have volunteers share their "dreams" with the class. Why do they think they'll be doing "that?" What will they need to have or to do in order to reach those goals (e.g. money, specific training)?
- Next, ask the students to turn their papers over and repeat the exercise, this time focusing on their life and work situations five years after arrival. Taking into consideration their language ability, educational background and interests, skills, family situations and desires, what would they like to be doing then?
- Again, have volunteers share and explain their lists or drawings. Ask the students to determine how they might meet those goals, specifically in terms of education. Refer them to the possible opportunities for continuing education they previously identified in this lesson.
- Distribute a second piece of paper to each student. Ask the students to write down ways in which they could try to meet the goals they just set for themselves.
- Along with the classroom aide, circulate among the students to help them clarify information.
- Allow some time for students to explain their choices to the class.

c The Real Thing. Students read and explain school catalogues.

- In very advanced classes, distribute real course catalogues from various community colleges and four-year colleges and universities. Assign each student one task, such as finding out about the admissions requirements or application procedures, locating the school calendar, figuring the cost of one year of education at that school, etc.



- Ask the students to indicate the catalogues they wish to read at home. Instruct them to do their research and report their findings to the rest of the class the following day.

Notes

Preparation

For Activities 3b and 5b, create "characters" who resemble your students in terms of age, background and interests.

Language

Advanced Vocabulary. degree, qualifications, registration, entrance requirements, graduation, vocational training, college, community college, university, course, credit, financial aid.

Advanced Structures. I'd like to apply to _____. What are the entrance requirements for _____?

Variations

Many of the activities in Lesson 1, "Teacher/Student Relationship," in Settling In, Book 1, are relevant to this lesson as well. Expand them to include an exploration of why adults might want or need to study.

Appendix

letters from refugees: ESL, page 425

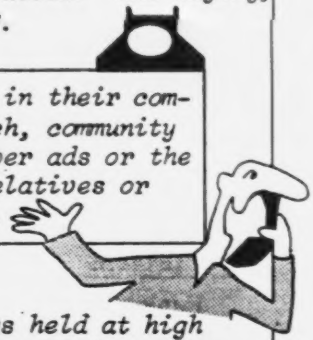
Concerns

We cannot predict the precise living, work and family situation of each student. It is helpful, however, for them to practice assessing their needs and setting some goals so that when they see their true situations, they will be better prepared to make the decisions and choices that are appropriate for them.

33 Education for Adults

Bits and Pieces 1 People of all ages continue to learn. We learn by observing, asking, listening and doing. In the U.S., great value is placed on continued learning by adults. People return to school in order to improve themselves personally, to give themselves a chance to move up in their careers or to change careers. Adults of all ages enroll in ESL, vocational training and university classes. The saying, "You can't teach an old dog new tricks," is not true.

2 Adults find out about educational opportunities in their community by contacting a school, volag, MAA, church, community center or employment office. By reading newspaper ads or the yellow pages in the phone book, and by asking relatives or friends, it's also possible to learn about jobs.



3 ESL

ESL classes are offered through adult school programs held at high schools in the evenings, community colleges, churches, MAA's and community or adult centers. Adult ESL classes are usually free of charge and are offered mornings, afternoons and evenings depending on the area. Places with many refugees may have refugee-specific classes. Other areas offer classes to all immigrants and refugees. Often a placement test is administered at the time of registration. Many ESL programs are open-entry/open-exit. People start classes at any time instead of waiting for a new semester.

PUBLIC ASSISTANCE REGULATIONS

While people are receiving public assistance payments, they may need to follow rules regulating school and vocational training attendance. In some states, people must attend ESL classes at least twenty hours a week to receive their payments. Attendance is checked and reported. In some places the kinds of vocational training available are limited. Adults must study whatever is needed in their area. They may be sent to vocational training after some initial English courses.

4 OVERVIEW

- Financial Aid. Financial aid (e.g. government or school loans scholarships, work-study programs) is sometimes available. Check with a school's financial aid office for details.
- Public vs. Private. Public schools are less expensive than private ones. To pay the lowest tuition possible at a public college or university you must qualify as a resident of the state. (You must live in some states without being a full-time student for one year before you can qualify for lowered tuition.)
- Re-certification. Check with a local university, job development agency or MAA for information about re-certification of professionals (e.g. doctors, engineers) from other countries.
- TOEFL. People who are not native English speakers must get an acceptable score on the Test of English as a Foreign Language to be admitted to a four-year college or university.

5 CHART: Adult Education Programs

Types of Program	Description
General Education Development or GED (through adult basic education programs)	offers the equivalent of a high school diploma; prepares people for test in mathematics, grammar and reading in natural and social science.
Vocational Training (through public and private schools and colleges)	offers specialized training in a specific area (e.g. industrial sewing, refrigerator repair, electronics assembly, dental assisting, word processing, landscape maintenance, carpentry, engine repair).
General Interest (through community college and adult school programs)	offers classes for personal improvement or interest (e.g. ethnic cooking, home computers, music appreciation, foreign languages, painting).
Senior citizen programs (through community or senior citizen centers or adult school programs)	offers recreational classes and skills training for adults 65 and older; general interest classes may include health and nutrition, arts and support groups.
Program for Disabled Adults (through community centers and colleges or special education programs)	offers basic skills (sign language, daily living) vocational training or arts and recreation classes for adults with mental or physical handicaps.
Homebound Women classes (through adult school or refugee specific programs)	offers ESL and/or cultural orientation or vocational training to women who have small children and haven't been able to leave home; provides outreach services in people's homes or offers child care during classes at school.

6

COLLEGES AND UNIVERSITIES (more than 3,000 across the U.S.)

Type of school	Entrance Requirements	Number of Years	Subjects offered	Degrees Granted
Junior or Community College	community resident; may have age restriction.	2	English, foreign language, history, science, mathematics, vocational classes (nursing auto mechanics, accounting, etc.)	Associate of Arts (A.A.)
College or University (undergraduate)	qualifying scores on a national entrance exam; suitable previous educational experience; English proficiency.	4	social sciences, liberal arts, nutural sciences, business, etc.	Bachelor of Arts (B.A.)
Graduate or Professional School	BA degree; high quality application.	1-7	specialized courses in certain fields	Master of of Arts (M.A.) Doctor of Philosophy (Ph.D.)

33 Education for Adults

Planning

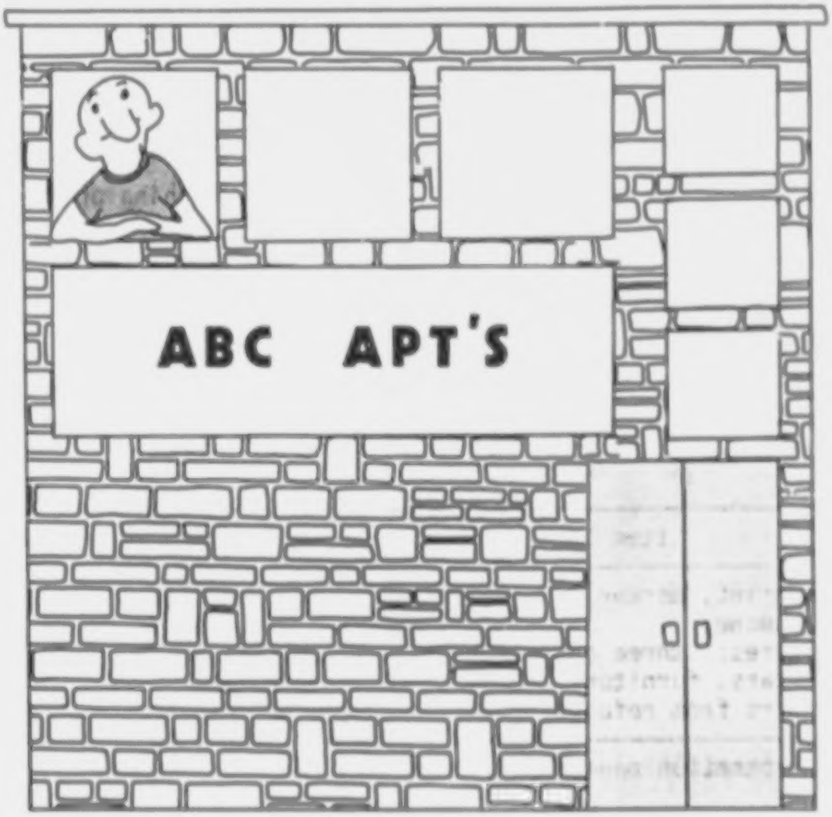
BETTER
LATE THAN
NEVER

Lesson 34

Public Assistance

"How can I best help myself?"

"Welfare," "cash assistance," "food stamps" and other terms connected with public assistance programs often cause confusion, misunderstandings or anxiety. This lesson helps students clear up some of the confusion by letting them explore options and attitudes related to public assistance.



Objectives The students will be able:

- to identify the kinds of public assistance (cash assistance, food stamps, medicaid) and describe common U.S. attitudes towards them.
- to clarify their attitudes about giving and receiving public assistance.
- to identify consequences of long-term dependency on public assistance.

34 Public Assistance

Rationale

Public assistance is a highly controversial discussion topic both in refugee camps and in the U.S. The issues surrounding public assistance (e.g. policies, usage statistics, attitudes) are often misinterpreted. These misinterpretations can lead to strong clashes of opinion and to unrealistic expectations. By clarifying information and attitudes, people can discuss the issues more realistically.

Skills

clarifying information
clarifying attitudes
determining priorities
weighing options

Materials

Item	Quantity	Activity
newsprint, marker	3 each per class	2a
U.S. money	$25 per student	3a, 3b
pictures: three characters*	3 per class	3a
toy cars, furniture	as available	3b
letters from refugees*	4-5 per class	4b

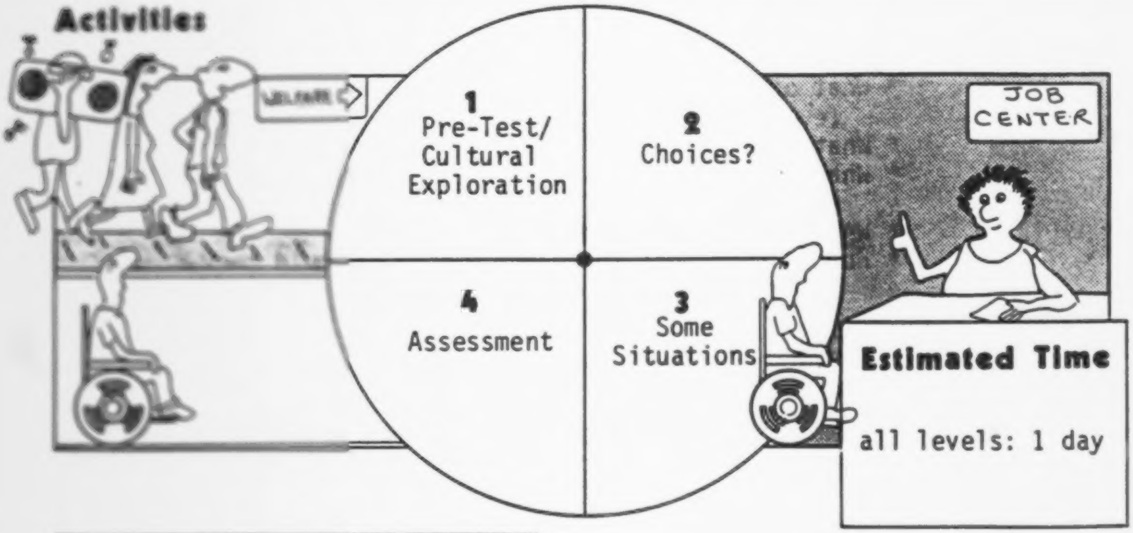
* preparation needed before class

Language

	Vocabulary	Literacy
What is medicaid? I need (help with) money. food What do I need to do? I want a job.	money cash food stamps medicaid month job	(money amounts)

34 Public Assistance

Activities



Estimated Time

all levels: 1 day

1 Pre-Test/Cultural Exploration

Finances. Students explain causes of financial difficulty and sources of support in their homeland and in the U.S.

- Ask students to name the things they needed money for in their homeland. Elicit from the students what kinds of situations might lead to money problems in their native country. List these on the blackboard. In addition, ask students to name other circumstances that would make it difficult (or impossible) for people to support themselves (e.g. physical or mental disabilities, poor harvests).
- Review each item and ask how they would solve their problem in each situation. Responses might include: borrow money from a friend, relatives or a bank; be taken care of by family; get a paying job; live in a government-sponsored house, etc.
- Ask the students how they think people in the U.S. might solve the same problems. Encourage them to share any information they have received from friends or relatives. Clarify information as needed. Explain that you will discuss specifics of government assistance programs.

2 Choices?

a Camp. Students clarify their attitudes about how they meet their survival needs in the refugee camp.

- Have the students form three groups. Distribute newsprint and markers to each group. Ask them to identify and list or draw what they need in order to survive in the refugee camp (e.g. housing, food, protection from robbers). Instruct each group to discuss how they satisfy each need. Does someone help them? Do they help themselves?

- Ask each group to present its findings. Continue this activity with a discussion of the choices they have to meet each need.

  * What options do they have in terms of housing (e.g. space, location)?
  * What options do they have in terms of food?
  * What options do they have in terms of employment and school?
  * Why are there limits to their choices?
  * How do they feel about the limits? Would they rather receive something for free or work for it and choose what they want?

b The U.S. Students describe how they might be able to meet their survival needs in the U.S.

- Using the same newsprint lists or drawings created in the previous activity, have students focus on how they will satisfy their needs in the U.S. Are there things they will need in order to survive that they don't need in the refugee camp? How will they meet those needs?

- Post the following words:

public assistance	jobs	food stamps	community clinic	medicaid

Assign each group one word to discuss and explain to the rest of the class. Ask clarification questions:

  * For whom are public assistance programs designed?
  * Are these programs available to all people in the U.S. whenever they want them?
  * What is Refugee Cash Assistance?
  * What are food stamps? How do people use them?
  * What is medicaid? How do people use it?
  * Why would refugees want to get a job rather than take public assistance for 18 months?

- Remind the students that public assistance programs are to be used in times of emergency need, as a temporary vehicle to help people be able to help themselves as soon as possible. They are available as a "last resort"--people are expected and encouraged to find other ways of satisfying their survival needs (e.g. finding paid employment, moving to a home with lower rent).

3 Some Situations

a Three Characters. Students choose who should and who shouldn't receive public assistance.

- Explain that all of the students are workers at O.K. Company where they earn $4.00 an hour. They each worked eight hours. (How much did they earn?) Distribute $25.00 to each student, explaining that the government takes taxes from all workers to pay for community and government services. (How much was taken in taxes?)

- Post or draw pictures of three characters. Describe each one's situation.

in the hospital for two months; can't work; five dependent children.

doesn't want to work; feels he suffered a long time in his country and wants to relax.

wants to study English to be able to get a better job in the future.

- Ask the students to vote on whether or not to give public assistance money (collected from their taxes) to each of the characters.
    - * Where does the public assistance money come from?
    - * Why should (or shouldn't) this person receive assistance?
    - * What are this person's options for ways to support himself/herself? His or her family?
    - * What does this person feel is most important (e.g. independence, relaxation, food)?
    - * What do you feel is most important for you? Why?
    - * Why might some Americans resent the third character's reason for wanting public assistance? (Because studying instead of working is not an option for them.)

b Drama. Students clarify their attitudes about public assistance.

- Expand the previous activity by having the class form two groups. One group will act as Americans (people whose families have been in the U.S. for two or three generations). The other group will be refugees who have been in the U.S. six months. The Americans work in a factory and make enough money to support their families. The refugees don't have jobs yet. The Americans and the refugees all live in the same apartment building.

The Americans:

- leave for work early each morning.
- return home with paychecks and notice how much tax money was taken from their salaries.
- see the refugees sitting outside or watching T.V. early in the morning and in the afternoon.

The Refugees:

- visit each other often, and also sit outside and talk a lot.
- put money together from several families to buy cars, stereos, etc.
- attend ESL classes regularly.
- receive public assistance payments, food stamps and medicaid.

- Provide props such as U.S. money and toy cars and furnishings to help the students dramatize the situation.
- Ask the members of each group to express how they feel about the fact that the Americans are working and paying taxes and the refugees are receiving public assistance payments which come in part from those taxes. Encourage the students to share their views.
- Then, have students imagine what people in the U.S. might think about such a situation. In reality, how might the American neighbors react? Why? How might the Americans' reaction affect the refugees?
- Vary this by asking the students to observe a drama acted out by a group of teachers and classroom aides. Show the public assistance recipients going to the welfare office, supermarket and to pay their rent. Lead a discussion about the way the Americans treat the people receiving public assistance.

c A Story. Students identify consequences of long-term dependency on public assistance.

- Using puppets, pictures or drawings, present the story of two cousins, B and C. They both arrived in the U.S. four months ago. B is working in a factory. Every six months he gets a raise in pay. C doesn't have a job. He receives public assistance payments. These payments remain the same every month.
    - * After one year, what change will B have in his income?
    - * After one year, what change will C have in his income?
    - * What will each be able to do with his money?
- Vary this by providing specific salary, raise and public assistance amounts. Have the students calculate the amount each person will receive a year from now, two years from now, etc. What are the consequences of dependency on public assistance? Add or clarify as needed.

4 Assessment

a Debate. Students argue for and against receiving public assistance.

- Organize a Debate (see Techniques) in which one-third of the students argue in favor of receiving public assistance and one-third argue against. The remaining students are "judges" who listen to the arguments and decide which team presents the strongest "case."
- Follow-up with a discussion of the students' personal feelings for and against public assistance. Be sure they explain their positions.

b More Stories. Students discuss refugees' experiences with and attitudes toward public assistance in the U.S.

- Present Letters from refugees (see Techniques and Appendix) which state attitudes and outline experiences with public assistance. Ask clarification and interpretation questions after each.

Notes

Preparation

Before class, prepare a list of positive and negative consequences of receiving public assistance. Use this as reference during class to ensure that you address all the major issues.

Language

Advanced Vocabulary. emergency, temporary, refugee cash assistance, eligibility, case worker, prejudice, resentment, dependence, independent, pride, self-sufficient.

Advanced Structures. What should I do? Where should I go?

Variations

Give the students a quiz about U.S. public assistance programs as a Pre-Test activity.

Organize a Simulation (see Techniques) in which students go through the process of applying for and receiving public assistance. Set up situations in which they encounter hostility from others (e.g. landlord, neighbor, public assistance case worker) because they receive public assistance. Lead a discussion in which the students can discuss what happened and why. How did they feel when people were hostile toward them?

Present a story about a refugee family that "cheated" while receiving public assistance by not reporting that some of them had paying jobs. Offer several possible consequences (e.g. going to jail, paying back thousands of dollars, bad reputation for other refugees) and discuss.

Appendix

letters from refugees: public assistance, page 426
teacher information: "welfare" rights and responsibilities, page 427

Concerns

The attitudinal rather than the informational parts of this lesson are particularly important to stress. Policies change. Individual cases are handled differently. In class, the focus can be on identifying the realities of "life on welfare"--relationships with neighbors, case workers, self-esteem, future options.

Refugees who have been in refugee camps for years have, in fact, been living in a kind of "welfare society" in which many of their survival needs have been provided by relief agencies. As a result, their individual choices have been greatly restricted. They may enter the cultural orientation program with the feeling that "everything should and will be taken care of" for them in the U.S., just as it is in the camps. They may also come to doubt their abilities to make complex choices. It is important to help them keep their expectations realistic and to help them build confidence in their own decision-making abilities.

34 Public Assistance

Bits and Pieces

1 *Freedom and independence are highly valued in U.S. society. In fact, many refugees and immigrants say they came to the U.S. for "freedom." This freedom is reflected in people's individual choices of what to study, where to live, what career to aim toward, what to wear, what to eat, etc. An important part of this freedom is self-reliance. By taking care of themselves people have more opportunities to make choices for themselves. Self-reliance requires hard work, which is also valued in the U.S. People in the U.S. generally have more respect for those who work hard and support themselves than for those who rely on the government for money and food.*

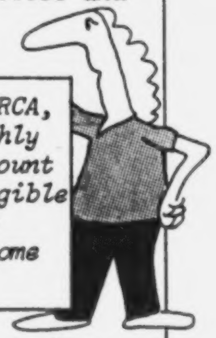
2 *PUBLIC ASSISTANCE programs are designed to aid individuals and families who are* ***unable*** *to support themselves. These programs are generally of a temporary, emergency nature. Money for these programs comes from taxes collected by the government* ***from people who work*** *in the U.S.*

3 *Brief Explanations of Terms:*

A. Refugee Cash Assistance (RCA). Financial aid and services to refugee families and individuals who have not been in the U.S. for more than eighteen months.

B. Aid to Families With Dependent Children (AFDC). Financial aid and services to families, with children, who meet the eligibility requirements.

C. General Relief (GR). Financial aid and services to families and individuals who meet the eligibility requirements.



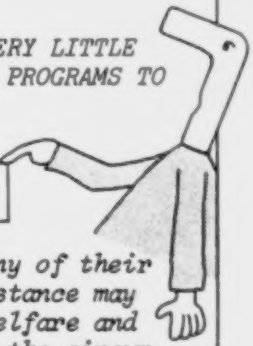
Once it has been determined that you are eligible for RCA, AFDC or GR, you and/or your family will receive a monthly grant for as long as you are eligible. The monthly amount of assistance will be determined by the numbers of eligible members of your family and the amount, if any, of your monthly income. (In many situations, part of your income may not be counted; there may be special deductions.)

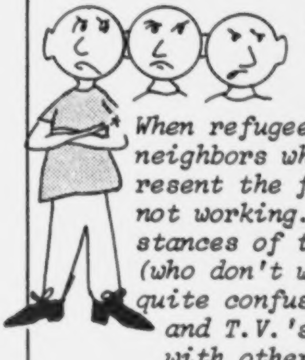
D. Medicaid (called Medi-Cal in California). Medical care and services for individuals and families who meet the eligibility requirements.

E. Food Stamps. Coupons which allow individuals and families to get more food than they would be able to buy with only cash assistance. Also, help for families who are ***not*** *eligible for cash assistance but who can't afford to buy all the food they need.*

4 *Public assistance programs vary from location-to-location. In places, people are put in training or ESL programs according to availability. In most places, assistance recipients must actively look for a job and must accept any job offered to them, even if it is not in their chosen field.*

FOR MOST PEOPLE RECEIVING PUBLIC ASSISTANCE, THERE IS VERY LITTLE CHOICE INVOLVED IN TERMS OF CLASSES TO ATTEND, TRAINING PROGRAMS TO FOLLOW OR JOBS TO TAKE.





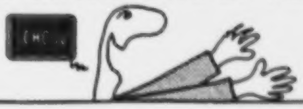
5 *Difficulties: Refugees and Welfare*

- *When refugees live in low-income neighborhoods, many of their neighbors who are ineligible for special cash assistance may resent the fact that the newcomers are receiving welfare and not working. The neighbors may not understand all the circumstances of the refugees' situation. When they see some refugees (who don't work) with new cars and televisions, they may become quite confused, frustrated or angry. (Note: refugees with cars and T.V.'s have probably saved for them and/or pooled money with others.)*

* *It is not pleasant to be "on welfare" in the U.S. Case workers, landlords, neighbors and others sometimes look down on people who are not supporting themselves. They may treat those who receive public assistance with very little respect.*

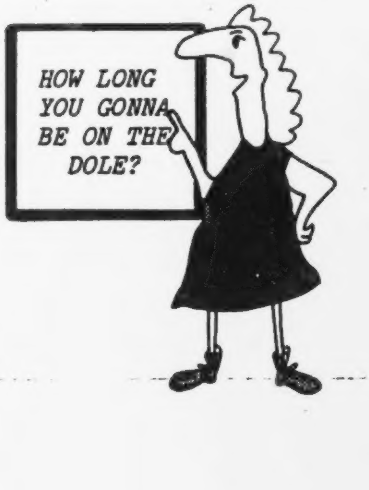
* *Future options are severely limited for people who continue to receive public assistance over a long period of time. When people are working, they meet people everyday and become involved in the community. They develop skills, get raises in pay and may eventually be qualified for even higher-status and higher-paying jobs. Those receiving welfare payments do not get raises. They do not develop work-related skills. And, their confidence in their ability to support themselves becomes less and less.*

6 *Public Assistance is not a scholarship. Many refugees have expressed the belief that welfare is given to them so that they can study more or so that they can wait until they feel ready to look for a job. This is not the purpose of public assistance. Instead, public assistance is temporary help for those in true need at that time in their lives.*



34 Public Assistance

Planning

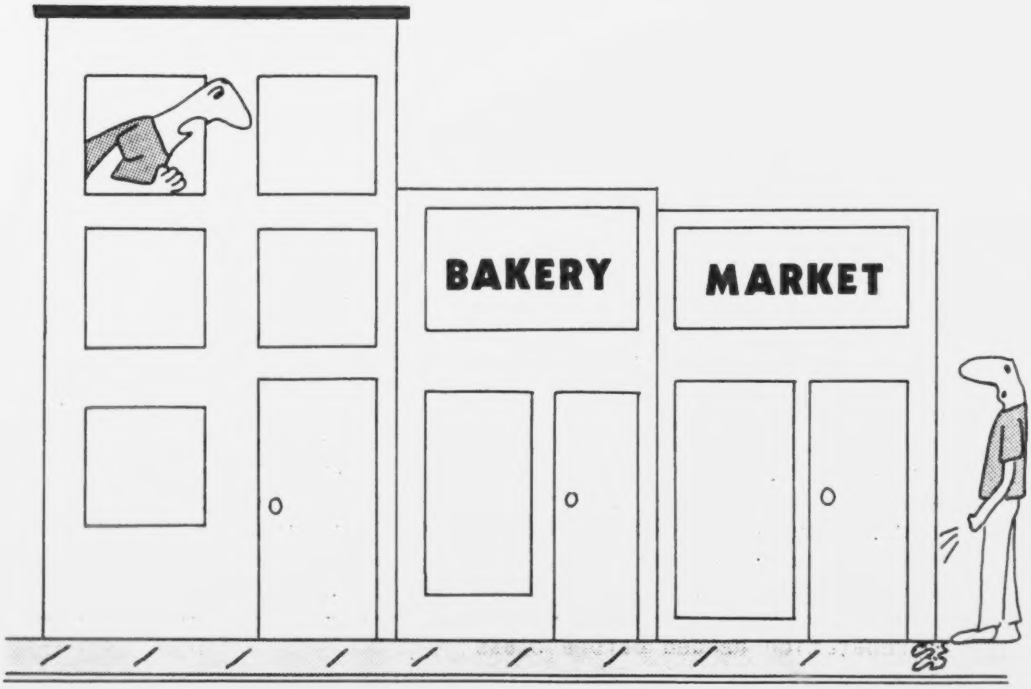

HOW LONG YOU GONNA BE ON THE DOLE?

Lesson 35

Law and Legal Services

"Hey! What are you doing? That's against the law!"

It's easy to make a mistake when a person is not familiar with local laws. This lesson will help students identify some legal and illegal activities in the U.S. and possible consequences of doing something that is against the law.



Objectives The students will be able:

- to identify various legal and illegal activities.
- to identify the rights of U.S. residents regarding legal services.
- to identify the responsibilities of U.S. residents relating to the consequences of illegal actions.

35

Law and Legal Services

Rationale

The U.S. is often referred to as the "land of freedom." Within that freedom, however, are various restrictions and regulations governing people's actions. In fact, there are laws about everything, and the laws are strictly enforced. Newcomers to the U.S., as well as long-time residents, are held responsible if they break the law, even if they are unaware that their act is illegal. By identifying their rights and responsibilities, people can begin to take responsibility for their own security.

Skills

- observing
- identifying problems
- clarifying information
- solving problems

Materials

Item	Quantity	Activity
large newsprint	4 per class	3a
activity pictures	as needed	3a, 3b
robber's disguise and weapon	1 each per class	4a
Cuisinaire rods	1 set per class	4b
handout: civil court cases*	1 per student	4b
handout: problem-solving situations*	1 per student	5a
letters from refugees	as desired	5a
Concentration game*	1 per class	5b

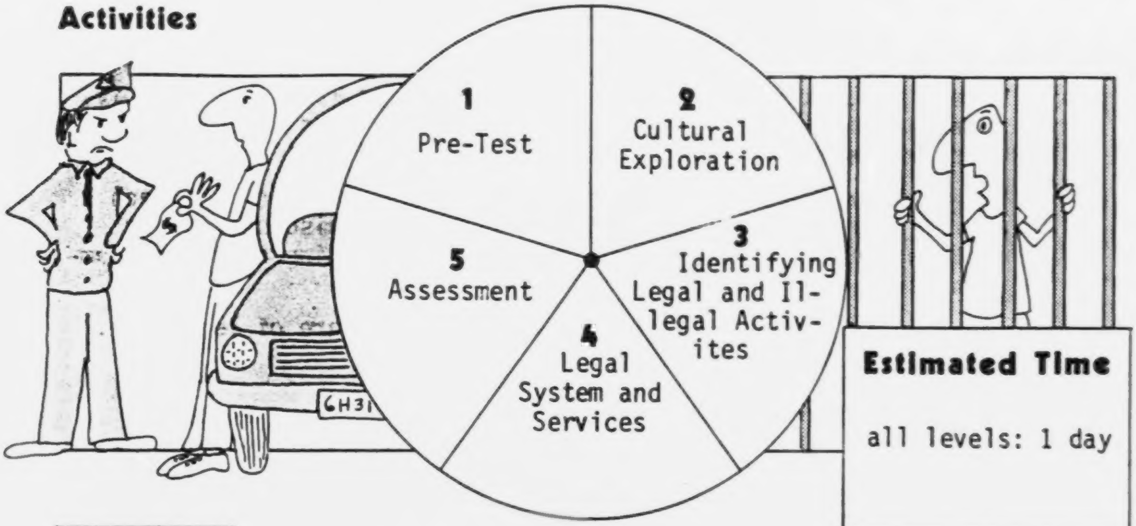
* preparation needed before class

Language

	Vocabulary	Literacy
Help! Is it O.K.? That's O.K. That's very bad! Do I need a license?	emergency robber thief burglar license	POLICE POLICE DEPARTMENT (signs) NO TRESPASSING NO HUNTING NO FISHING

35 Law and Legal Services

Activities


1
Pre-Test
2
Cultural Exploration
3
Identifying Legal and Illegal Activites
4
Legal System and Services
5
Assessment
6H31

Estimated Time

all levels: 1 day

1 Pre-Test

Definitions. Students define key words and concepts.

- Ask students why they want to live in the United States. Answers will probably vary (e.g. "I want to escape from war.", "I want to join my family.", "I want to continue my studies."). Focus on the concept of "freedom" if mentioned. Have them define that word and then define "law," "legal" and "illegal." Ask for an example of one law in their native country or in the refugee camp. Ask who makes the laws in their country or in the camp. (Refer to their initial definitions of freedom and laws throughout the lesson.)

2 Cultural Exploration

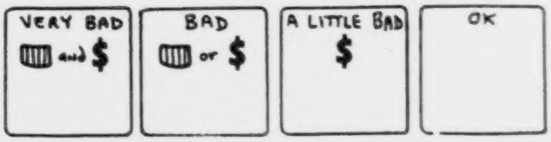
Illegal Activities. Students identify activities which are illegal in their native country.

- In groups of 4 or 5, have students suggest acts which are illegal in their native country. Students present these to the class as lists, drawings or role plays. Encourage discussion about the seriousness of each crime, and the probable consequences for the guilty person.

3 Identifying Legal and Illegal Activities

a Consequences of Illegal Actions. Students determine the seriousness of crimes in the U.S.

- Tape four large pieces of newsprint to the wall. Label each with a different title and picture, as in the example.


VERY BAD
and $
BAD
or $
A LITTLE BAD
$
OK

- Explain the difference between local and federal laws. Refer to the illegal activities mentioned by students in Activity 2. Compare those with the seriousness and consequences of these same crimes if committed in the U.S. by drawing or listing the activities on the appropriate piece of newsprint. Add illegal activities not mentioned.

- For variety, have students select the proper category for each activity. Show through role play, drawing or discussion that certain activities can change categories depending on the circumstances:

  - * It is O.K. to drink alcohol if you are of legal age.
  - * It is O.K. to be drunk at home.
  - * It is "bad" to drink and drive.
  - * It is "very, very bad" to be drunk, have a car accident and hurt someone.

b Licenses/Regulations. Students identify regulations affecting specific activities.

- List or show pictures of activities which require a license or are regulated in the U.S. Draw a chart on the blackboard. Complete the chart along with the students.

Activity	Regulations/Restrictions	License?
hunting, fishing	* season * type * amount * location	Yes
drinking alcohol	* of legal age * not while driving	No
getting married	* one spouse at a time * age	Yes

- Discuss how people can find out about the regulations in their communities.

c Bribery Role Play. Students identify possible consequences of bribery in the U.S.

- Present a Role Play (see Techniques) with the aide, another teacher or a guest.

  Setting: Optional
  Characters: Public official, person offering a bribe.
  Action: Person bribes public official (e.g. police officer giving a traffic ticket). Public official is shocked and angry.

- Ask the students to identify the "problem." Discuss the attitudes toward and consequences of bribery in the students' native country and in the U.S.

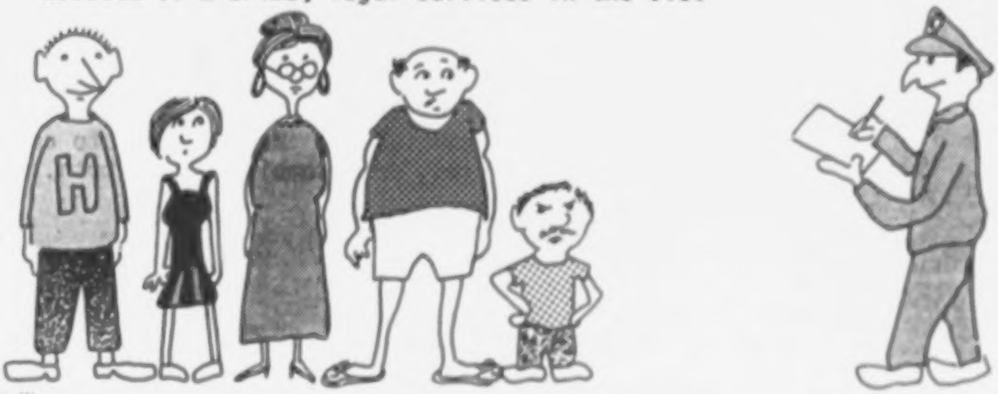
4 Legal System and Services

a Police Line-Up Role Play. Students identify rights of people accused of a crime, and identify legal services.

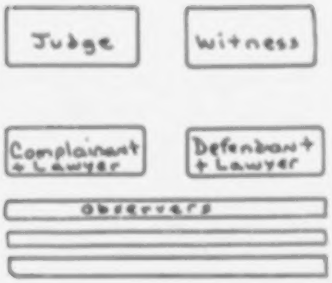
- Present a Role Play (see Techniques) with the aide, another teacher or a guest.

Setting:	Classroom (valuables in front of room).
Characters:	Robber (in disguise), police officer, 4 other suspects.
Action:	"Real" robbery takes place in front of students. Police officer brings in 5 suspects. (Robber has already distributed pieces of his or her disguise to other suspects.) Students examine suspects and vote for the one they believe is guilty. Real robber steps forward.

- Discuss the feelings of the accused; the rights of the accused (innocent until proven guilty); what to do/who to contact if accused of a crime; legal services in the U.S.



b Legal Rights/Court System. Students become familiar with the civil court system.



- Using Cuisinaire rods, briefly describe a courtroom in the U.S. Introduce necessary key words.
- Explain the difference between criminal court and civil court.
- Have the class form 3 groups and give each a handout describing a civil court case (see Appendix). Each group reviews its case and determines who won and why.

- The groups present their cases to the class and discuss reasons for their decisions. Afterwards, students vote in agreement or disagreement with each group's decision, and state their reasons.
- Read the actual court verdicts and reasons for them.
- Introduce and discuss the notion that decisions are based on the judge's interpretation of the law.

5 Assessment

a Problem-Solving. Students identify appropriate people to help solve their problems.

- Present situations indicating the use of police and lawyers as "problem-solvers," orally or in a handout. Cite circumstances that relate to refugees' experiences in the U.S. (e.g. wife abuse noticed by neighbors; a child getting lost on the street; being accused of a crime; a tenant/landlord dispute).
- Compare and contrast what might happen in the students' native country and in the U.S. Have the students identify the "problem-solver" in each case, the rights of the people involved, and indicate how to contact the appropriate helper.
- Share "real" stories (from personal letters or newspaper articles) about refugees in the U.S.

b Concentration. Students review regulations affecting specific activities and the seriousness of certain crimes.

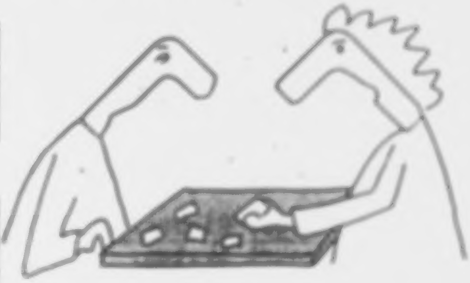
- Play Concentration (see Techniques). Match crimes to consequences or regulations to activities, or a combination of both.

If you try to bribe a police officer

you will go to jail.

Hunting and fishing are regulated by

season, location, type and amount.



Notes

Preparation

Civil court case stories can be found in newspapers, or in News For You, a publication for ESL students (see Appendix, Reference Books and Materials). Simplify the language, or have the cases translated into the students' native language.

For the "Police Line-up Role Play," rehearse ahead of time with some students or co-workers.

Availability of legal services for low-income people may change. Check sources for the latest information before teaching this lesson.

Language

When stopped by the police, you can get into trouble if you talk back or argue.

Advanced Vocabulary. freedom, law, legal, illegal, felony, misdemeanor, infraction, bribery, rape, assault, abuse, lawyer, judge, bail, court, legal clinic, Legal Aid, civil court, criminal court, small claims court, traffic ticket, guilty, innocent.

Advanced Structures. _____ robbed me. _____ attacked me. _____ broke in. What are the regulations? Where can I get a license?

Variations

The legal status of refugees is referred to in Lesson 52, "Personal Employment Data."

Contact a police officer to attend class and discuss local laws and regulations.

With the aide and another teacher, present a short drama showing a scene in small claims court. Ask the students to explain what happens in the scene. Who is claiming what? What is the outcome (or verdict)? Why?

Appendix

handout: civil court cases, pages 403-404

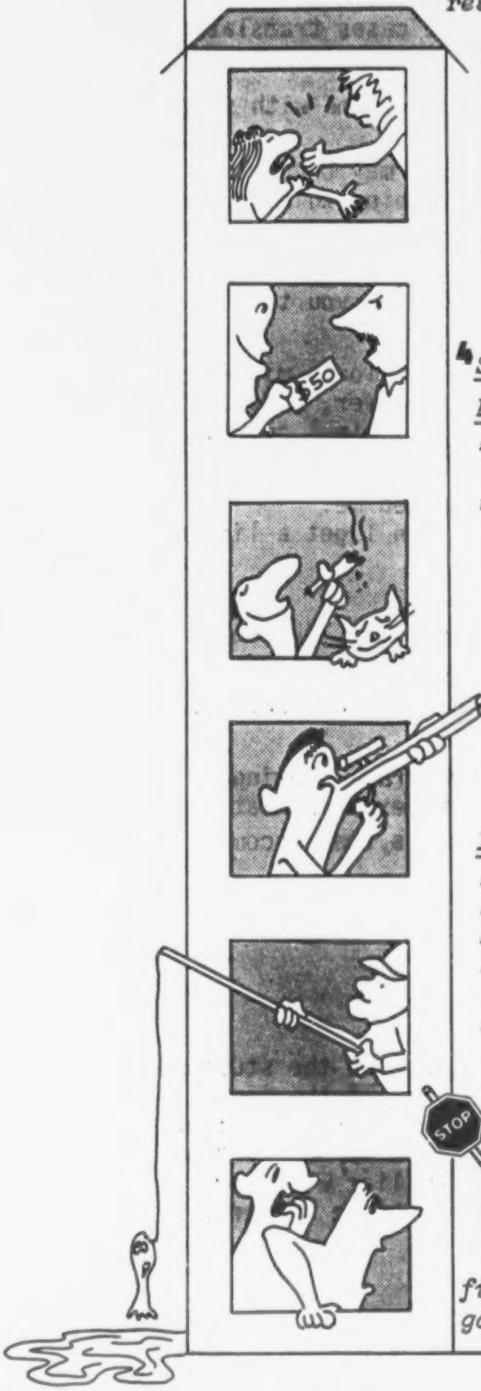
Concerns

In order to finish the lesson on a positive note, assure the students that they need not be afraid they will break the law all the time! Americans accidentally break laws, too, and the consequence is often just the payment of a fine. Society does not think a person is "bad" for breaking minor laws accidentally. Becoming familiar with laws will help ease this fear and help them become comfortable in their new communities.

35 Law and Legal Services

Bits and Pieces

1 *American citizens elect government officials who create the laws. Laws are designed to help the country run smoothly, and to protect the rights of all the people in the United States, including citizens, refugees and other residents.*



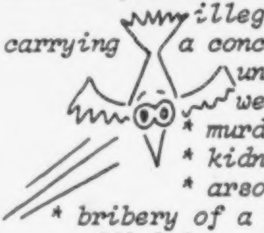
2 *Some laws are federal--set by the national government. Many laws vary from state-to-state and from one community to another. It is important to find out about laws from sponsors, knowledgeable friends or the local authorities.*

3 *Consequences of breaking the law vary depending on the seriousness of the crime. A fine is paid to the court, not to the police.*

4 *Seriousness of Illegal Activities*

Felony (Very Serious/jail & fine)

- * *sale or possession of most illegal drugs*
- * *carrying a concealed or unlicensed weapon*
- * *murder*
- * *kidnapping*
- * *arson*
- * *bribery of a public official*
- * *stealing a car*
- * *rape*
- * *armed robbery*



Misdemeanor (Serious/jail or fine)

- * *shoplifting*
- * *assault*
- * *drunk driving*
- * *buying liquor for a person under age*
- * *soliciting or practicing prostitution*
- * *spouse or child abuse*

Infraction (A fine)

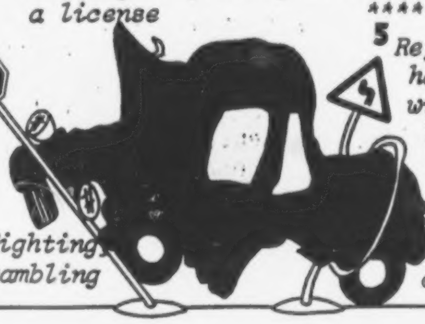
- * *breaking traffic laws*
- * *jaywalking*
- * *littering*
- * *smoking in "no smoking" areas*
- * *hunting or fishing without a license*

O.K.

- * *playing cards (without gambling)*
- * *drinking alcohol*
- * *smoking*

****

5 *Refugees have had problems with traffic laws, drug sale/use, hunting, fishing, bribery, and spouse/child abuse.*



fighting
gambling

6 *A license is a document showing legal permission to do something specified.*

LICENSE AND REGULATIONS

ACTIVITY	*RESTRICTIONS/REGULATIONS*	*LICENSE*
Drinking Alcohol	*must be of legal age; not in a car*	*no*
Hunting or Fishing	*season, amount, type, weight, location*	*yes*
Driving	*must have insurance, size, number, place*	*yes*
Slaughtering Animals	*type, weight*	*need to check*
Selling Food	*check with Public Health Department*	*yes*
Marriage	*only one spouse at a time*	*yes*
Practicing Medicine	*must pass specific examinations*	*yes*

7 *THE COURTS*

- *Civil Court: One goes to this court for cases not dealing with crime. Landlord/Tenant problems, car accidents, divorce and child support are all types of civil cases.*
- *Criminal Court: One goes to criminal court if one is accused of a crime or is a witness. Most crimes are subject to jail sentences.*
- *Small Claims Court: This is part of the Civil Court system. It is for the "common people." Lawyers are not allowed. To have a hearing in small claims court, a person must fill out a claim form and pay a filing fee (very low). The fee can be waived if the person doesn't have enough money. A decision is made about the case after the judge hears both sides.*

I have a small claim.

8 *Legal Services include Legal Aid (referral and help for low-income people), legal clinics (assistance by a group of lawyers--less expensive than a private lawyer), private lawyers and small claims court.*

9 *More about Small Claims Court:*

Advantages	*Disadvantages*
1. Cheap	*1. It's still a "court"--can make people nervous.*
2. Many commonities have a monthly or weekly night session for those who can't come during the day.	*2. Many forms need to be filled out. (Get help!)*
3. Informal procedures.	*3. Translators may need to be provided by person filing the claim.*
4. Fees can be waived.	
5. People protect their own rights.	

35 Law and Legal Services

Planning

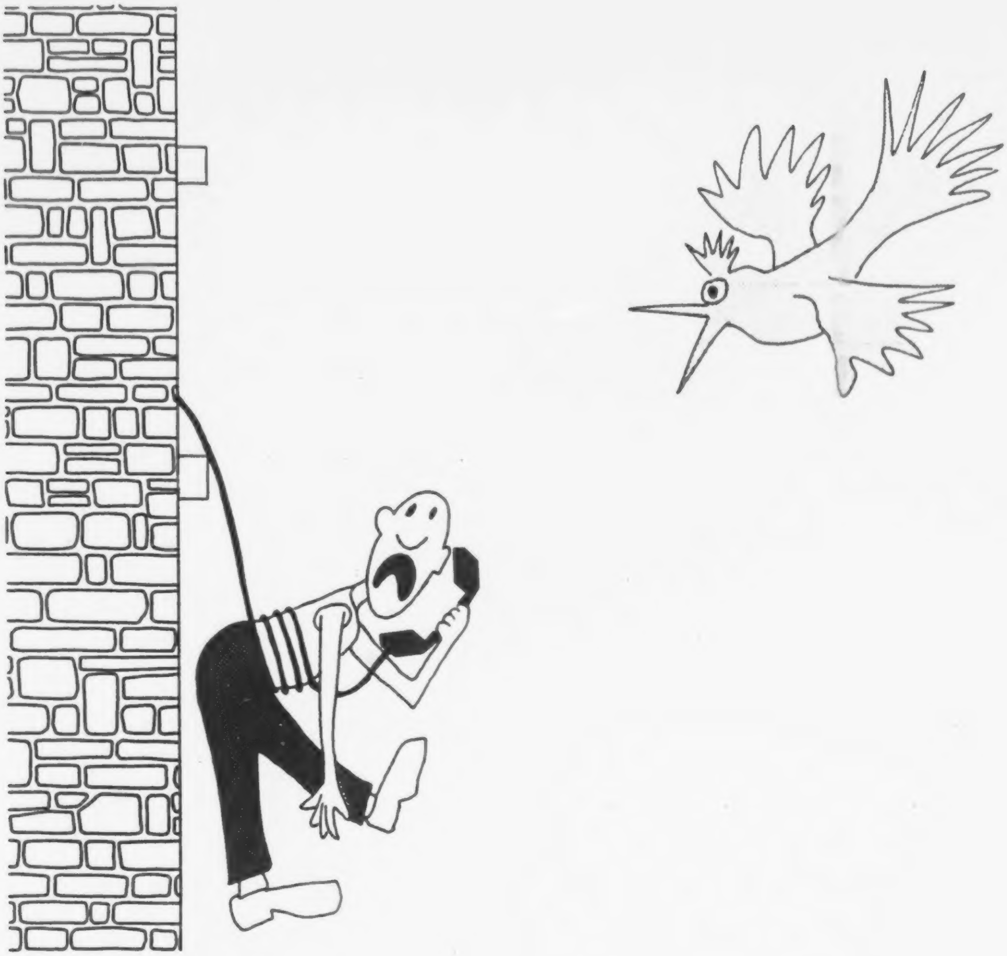
SHE ALWAYS GETS AWAY WITH MURDER

Lesson 36

Safety in the City

"Help!" Emergency!"

It's important for people to know how to get the help they need in an emergency situation. In this lesson, students practice making emergency phone calls to the police. They also determine how to protect themselves from crime both at home and in public.



Objectives The students will be able:

- to identify the rights of U.S. residents regarding personal safety.
- to describe or demonstrate crime prevention tactics.
- to practice providing information in an emergency situation.

36 Safety in the City

Rationale

Nobody is immune to criminal violence or unexpected emergency situations. For that reason, people must be prepared to protect themselves as much as possible from danger both at home and in public. By determining and practicing prevention tactics, adults can begin to take responsibility for their own safety.

Skills

- observing
- identifying problems
- solving problems

Materials

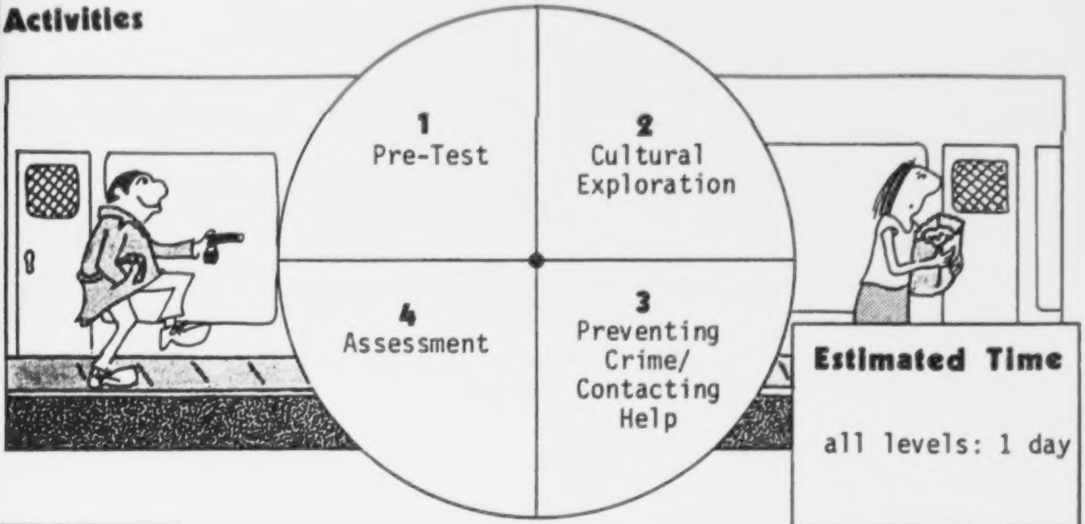
Item	Quantity	Activity
newsprint and marker	1 each per group	2
open-ended story	1 per class	3a
robbers' disguise and weapon	1 each per class	3b
telephone	4 per class	3b, 3c
doll house	1 per class	4
dolls	2 or 3 per class	4
cardboard sun and moon*	1 each per class	4
safety-in-the-city situations*	6 situations	4

* preparation needed before class

Language

	Vocabulary	Literacy
Help! What's the matter? problem? emergency? Someone is in my house. What's your name? address? telephone number? My name is ____________. My address is __________.	police police department emergency someone a robber a thief a burglar	EMERGENCY AMBULANCE FIRE POLICE 911 HOSPITAL (telephone numbers)

Activities



Estimated Time

all levels: 1 day

1 Pre-Test

Crimes. Students state possible illegal acts at home or in public.

- Refer students to Lesson 34, "Law and Legal Services." Have them name illegal activities that could take place at home or in public in the U.S. List them (or show pictures). Review each and have students determine which could make them victims. (Students are unlikely to be victims of shoplifting, but could be victims of rape.)
- Have students identify the crimes mentioned above which they could possibly prevent from happening to themselves. (All the crimes may, in fact, be preventable.)

2 Cultural Exploration

Precautions. Students identify preventive measures they might take in the refugee camp or in their native land against crime.

- Distribute newsprint and markers to groups of students. Ask each to draw a picture of a house in their native country or in the refugee camp. Allow each group time to explain the picture in terms of possible crimes that could happen at or around the home and suggest ways to prevent those crimes.

3 Preventing Crime/Contacting Help

a Open-Ended Story. Students name crime prevention tactics.

- Present an Open-Ended Story (see Techniques). Story: Ms. B. lives in a small apartment in a big city. She leaves home at 9 a.m. everyday for work and usually comes back at 9 p.m. She rarely uses her car. She parks it in a quiet parking lot near home and takes the bus to work. On Saturdays and Sundays she often stays home. If people want to see her, they come on the weekend. When Ms. B. hears the doorbell she usually opens the door to find out who is there. Every other Saturday morning she cashes her paycheck at the bank.

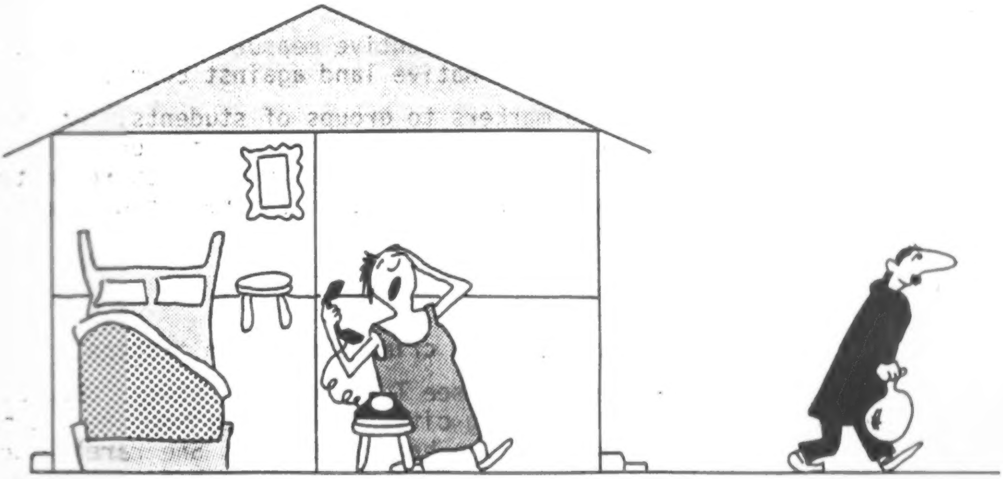
- Ask specific questions:	Possible responses:
* When is Ms. B's house most vulnerable to a robbery?	Monday to Friday between 9:00 a.m. and 9:00 p.m.
* Is her car likely to be stolen? If so, when?	Yes, almost any time.
* When is Ms. B. most likely to be robbed?	On the Saturday mornings when she goes to the bank.

- Have students suggest what Ms. B. can do to give herself more protection from possible crimes.
- Refer to crimes mentioned in Activity 1 and prevention tactics mentioned in Activity 2. Which tactics would be useful in the U.S.?
- Add any points the students may have missed (see Bits and Pieces).

b Robbery Role Play. Students determine crime prevention techniques and identify types of emergency telephone numbers.

- Present a Role Play (see Techniques) with the classroom aide, another teacher or a guest.

Setting: Victim's home--back door, front door, bedroom, living room.
Characters: Victim, robber, police officer, emergency operator.
Action: Robber enters bedroom by the back door, unseen by victim in living room, and makes noise while stealing valuables. Victim calls emergency number. Robber sneaks out. Police officer arrives, checks house and questions victim.



- Discuss the victim's actions and options; safety considerations and the law; prevention; emergency phone calls and numbers.

c Emergency Phone Calls. Students practice making emergency phone calls.

- Have the class form three groups. Assign an emergency situation to each group (e.g. hearing a robber in the house; seeing a shoplifter run out of a store; being assaulted by someone on the street).
- Each group prepares and performs a role play of its emergency call for the rest of the class.
- Vary this by using "intercom" phones. Send the aide outside with one phone. Ask a student to make an emergency phone call to the aide using the other phone. Write an American address and emergency situation on the blackboard which the student can use to report the emergency. The aide records the student's information and returns to class to compare this with the information on the blackboard. Discuss the importance of clarity and correct pronunciation.
- Sample addresses: 22 Due Drive
  16 13th St., Apt. 30
  109 Ninth Ave.
  14 Good Ave.

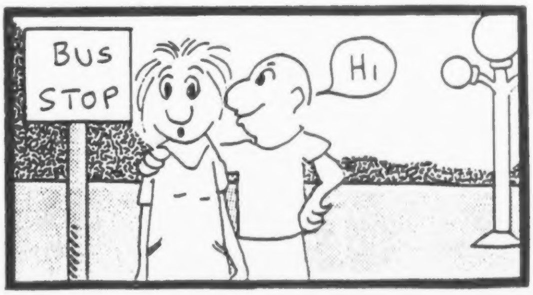
4 Assessment

a Safety in the City. Students demonstrate safety precaution techniques for life in the city.

- Prepare pictures, a dollhouse, dolls and a cardboard "sun" and "moon." Present situations (e.g. It's 10 p.m. You have to walk home from your friend's house. Your friend just gave you the $50 he borrowed from you last month).
- Have the students use the props to recreate the scene and demonstrate what they would do. Suggest situations that require precautions named in the list, "Safety in the City: Practical Tips" (see Bits and Pieces).

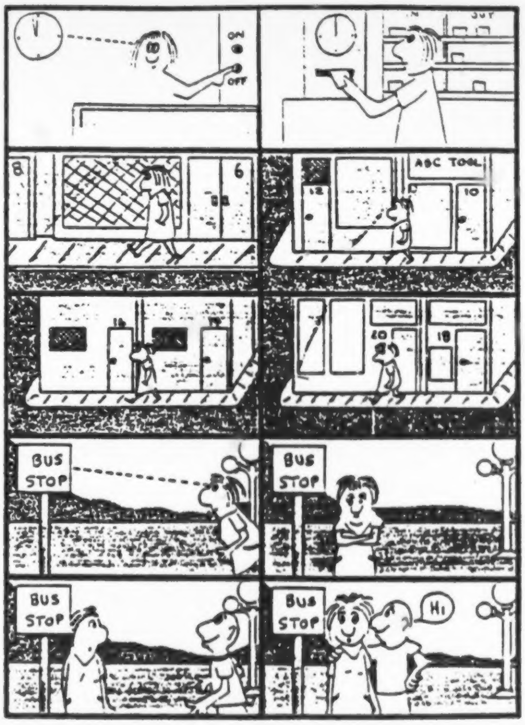
b Picture Story. Students read a picture story, state the problem and suggest possible responses.

- Present a Picture Story (see Techniques) in which a woman is alone at a bus stop at night. A man arrives at the bus stop, approaches her and puts his arm around her.
- Ask comprehension and interpretation questions.
  * What time does she get off work?
  * She walks to the bus stop alone. What others options does she have?
  * Is her situation dangerous? What might happen?



- Have the students suggest what she should do next. Responses might include:
  * kick him, hit him.
  * remain calm, try to ignore him.
  * move away.
  * shout.
  * run.
  * try to get someone's attention.
- Ask the students to discuss and select the "best" response. Point out some of the variables that might help determine the best response--passing cars or people, open stores nearby, self-defense training, etc.

MIDNIGHT


ON
OFF
OUT
8
6
ABC TOOL
12
10
20
18
BUS STOP
BUS STOP
BUS STOP
BUS STOP
HI

Notes

Preparation

You may want to rehearse the "Robbery Role Play" ahead of time.

Language

It is extremely important to speak clearly when seeking emergency help, particularly when giving addresses and telephone numbers. Often it is also necessary to be able to spell one's name and address orally.

Advanced Vocabulary. rape, assault

Advanced Structures. _____ robbed me. _____ attacked me. _____ broke in.

Variations

Present Letters from refugees (see Techniques).

Present the Picture Story in Activity 4b as a role play or drama.

Conduct a Valuation activity (see Techniques) in which students choose the most appropriate response to given situations and explain the consequences of each choice.

Concerns

Negative information about criminal violence in the U.S. may frighten newcomers. Be sure to remind students that while criminal violence is a fact of life, it doesn't happen to everyone and preventive actions can be taken.

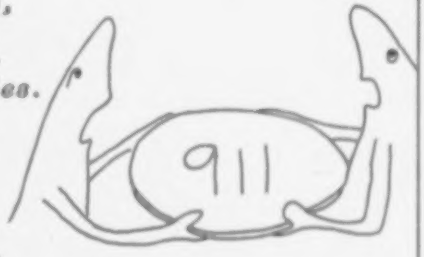
36 Safety in the City

Bits and Pieces

[1] *Police provide assistance in the form of emergency help (24 hours a day), information about crime prevention and safety, and traffic regulations. They do not make legal judgments. That is for the court.*

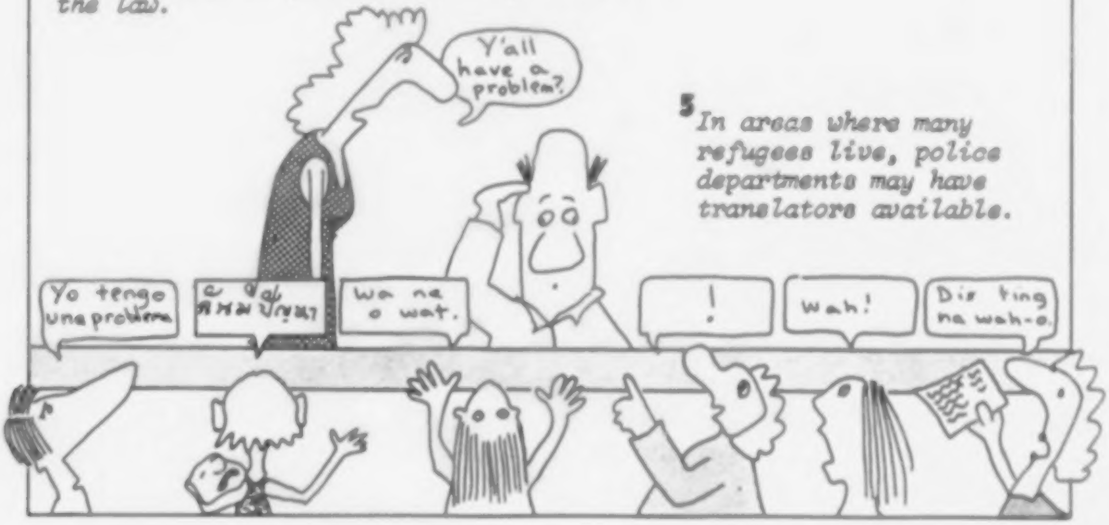
[2] *Personal information required in emergency situations includes: name, type of emergency, address and telephone number. Remember--it is very important to speak clearly on the telephone, and to be able to spell one's name and address.*

[3] *911 is the emergency telephone number for many kinds of emergencies (e.g. health, fire, crime) in many cities. Some cities, however, do not use 911. There may be a general emergency number or separate numbers for health, fire and crime emergencies. Numbers can be found in the front of the local telephone book.*



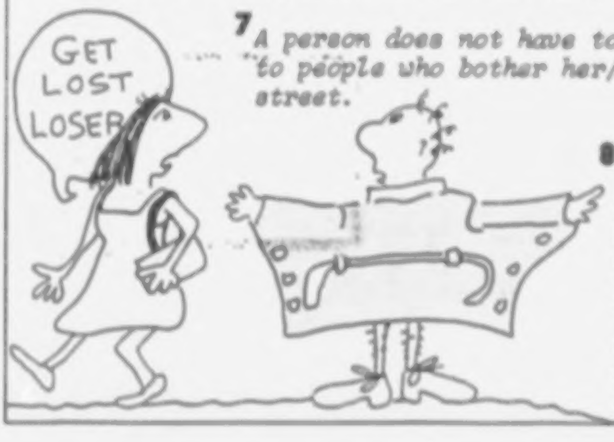
[4] *Attitudes toward police vary greatly from one society to another. In general, police officers are regarded as helpers in the U.S. They must not accept bribes and are held responsible if they break the law.*

[5] *In areas where many refugees live, police departments may have translators available.*


Y'all have a problem?
Yo tengo una problema
Wa na o wat.
!
Wah!
Dis ting na wah-o.

[6]PRACTICAL TIPS: SAFETY IN THE CITY

1. *Whenever possible, walk with a friend.*
2. *Look behind you periodically as you walk along.*
3. *Walk purposefully--don't stroll.*
4. *Limit your contact with strangers on the street.*
5. *At night, walk in open places or places that are well-lighted. If you have to walk where there are no other people around, walk in the street.*
6. *Avoid shortcuts through parks, tunnels, parking lots and alleys.*
7. *Don't carry a purse if you can avoid it. It's safer to carry money in your front pockets, to avoid purse snatching.*
8. *Carry only small amounts of cash.*
9. *Have your keys in your hand when approaching your house or car. You won't have to waste time looking for them.*
10. *In some situations, your voice can be a self-defense tool. Short words such as Help!, Police! or Fire! can get people's attention quickly.*
11. *Keep your doors locked both during the day and at night.*
12. *Always lock your car or bicycle.*
13. *Try not to sleep while on public transportation.*
14. *When riding a bus or train, hold onto your purse, briefcase or bag. Don't put it on the seat next to you.*
15. *Stand near the most-used entrance or ticket booth while waiting for a subway.*
16. *Keep emergency phone numbers near the telephone.*
17. *Become friendly with your neighbors. Neighbors can be of assistance when a person needs some help or is in trouble.*



[7]*A person does not have to be polite to people who bother her/him on the street.*

[8]*If you choose to use physical force (or a weapon), be sure you can stop the person long enough for you to get away. The attacker may be stronger than you and could use your weapon against* you. *Or, the attacker may have his/her own hidden weapon.*

Planning

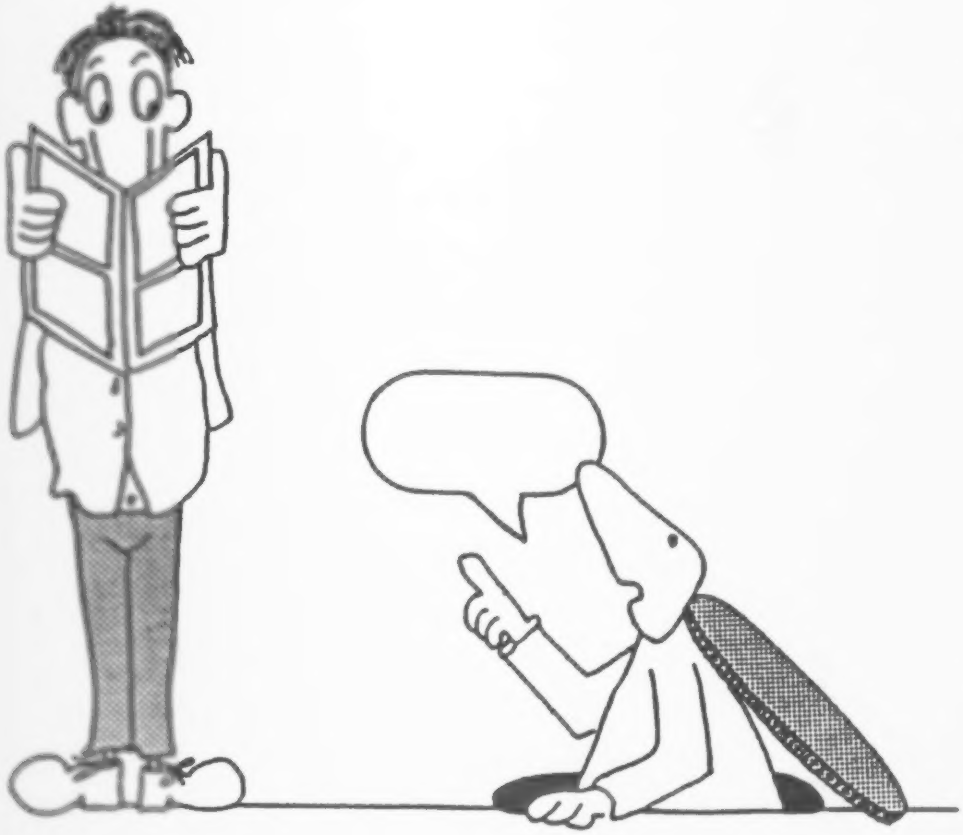
BETTER
SAFE THAN
SORRY

Lesson 37

Directions and Maps

"How do I get there from here?"

One step towards self-sufficiency for newcomers is being able to find one's way around a new city. This lesson helps students develop map reading skills. It also reinforces English necessary for requesting and understanding oral directions.



Objectives The students will be able:

- to compare systems of giving and following directions.
- to identify compass directions.
- to request and follow oral directions.
- to identify types of maps and demonstrate how to use them.
- to identify common map symbols and abbreviations.

37 Directions and Maps

Rationale

Large cities with crowded streets and high-rise buildings may confuse or frighten any newcomer. To get from one place to another in a large city, it is necessary to know a few useful phrases in English and how to use the local transportation system. In addition, being able to locate (on a map) where one is and where one wants to go increases a person's sense of confidence. Americans stopped on the street are often too busy to give detailed directions. And, it is not always possible to get directions from friends or relatives. Being able to read a map can help a person become more independent and self-assured.

Skills

literacy: reading

solving problems

numeracy: reading

Materials

Item	Quantity	Activity
map: students' native country*	1 per class	3a
blindfolds	2 per class	3b
chalk	1 piece per class	3b
pencil, blank paper	1 each per student	4
map: refugee camp, school grounds or local area*	1 large per class or 1 small each	5a 5b
flashcards: map abbreviations*	1 set per class	5c
simplified map: small town*	1 per class	5c
address cards	5-7 per class	5c
U.S. road map	1 per 3 students	5c, 5f
U.S. city map (with street index)	1 per 5 students	5d
handout: cities on state map*	1 per 5 students	5e
road map: one state	1 per 5 students	5e
map: scavenger hunt	1 per student	6

* preparation needed before class

Language

Where is the _____?

Turn left.
right.

Go straight.

Walk two blocks.
steps.

Go to ___ and
turn _____.

Vocabulary

city
state

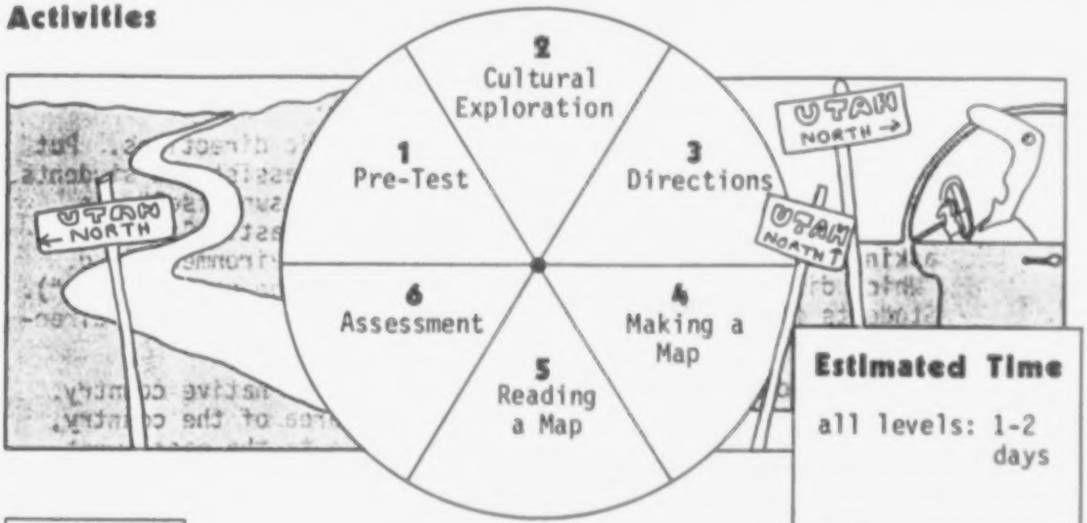
corner
stoplight
intersection

north
south
east
west

Literacy

ROAD (RD.)
STREET (ST.)
AVENUE (AVE.)
DRIVE (DR.)
BOULEVARD (BLVD.)
HIGHWAY (HWY.)
LANE (LN.)

Activities



Estimated Time

all levels: 1-2 days

1 Pre-Test

Floorplan. Students arrange the room following a floorplan to determine their understanding of the concept of a map.

- Draw a floorplan of the classroom on the blackboard. Include furniture and other items in any arrangement you choose. Give students 2 minutes to arrange the classroom according to that plan. Ask the students to explain what everything on the blackboard represents. (If students understand the concept of a map, you may want to skip Activity 4.)

2 Cultural Exploration

Comparison. Students compare systems of giving and following directions.

- Have the students imagine they are in ___ (a city in the students' native country) and they must go to a place just outside the city. How would they proceed? Ask the following questions:

  * What kind of transportation would be available?
  * What kind of transportation would you use?
  * How would you find the place?

- Ask questions about finding new or unfamiliar places. For students from mountain and rural areas, ask how they found their way from one village to the next. How would a newcomer in the village find someone's house or village? How did they find their way to their country of asylum? For students from cities, ask how they located unfamiliar places within a city. If any students mention maps, ask these questions:

  * What kinds of maps have you used?
  * What other kinds of maps are there?
  * Where can you find them in the U.S.?

37 Directions and Maps

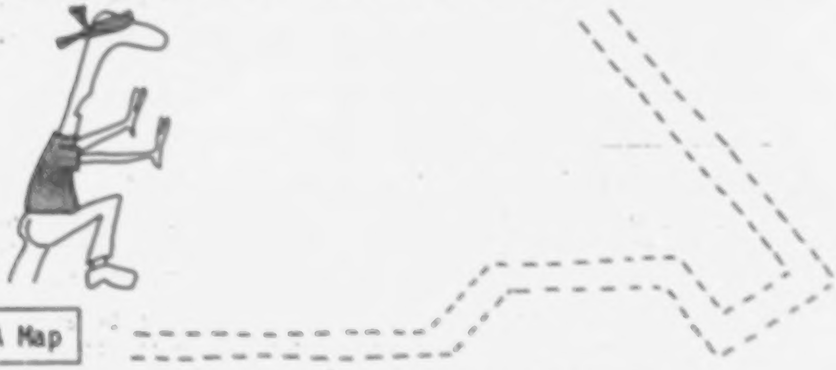
3 Directions

a Compass Directions. Students respond to verbal instructions by turning to face different compass directions.

- Ask students to stand up and face in specific directions. Put words or pictures on the classroom walls to assist the students. Ask questions. For example, "Where does the sun rise?" In response to the question, the students face east. Continue asking other questions about the classroom environment (e.g. "Which direction is your house?", "Where is the post office?"). Students face in the appropriate direction and state the direction aloud.
- Have advanced students examine a map of their native country. Ask one student to point to the northern area of the country, the southern, etc. Ask what countries lie to the east, west, etc. Have students locate their hometowns on the map and state the direction they would travel to each other's hometowns.

b Oral Directions. Students walk along a route marked on the classroom floor in response to oral directions.

- Clear a space in the classroom. Using chalk, draw a map on the floor. Blindfold some students. Place them in a "road" on the map and ask them to follow oral directions (e.g. "Turn right. Walk three steps."). If they follow the directions correctly, they will stay within the lines on the floor.



4 Making A Map

Classrom Map. Students draw a map of the classroom.

- Use the blackboard or place newsprint on the north wall of the classroom and tell the students to sit facing north. Have the students pretend the classroom is without a roof and they are looking down into it. What can they see? Explain that reading a map is like a bird looking down on an area (a bird's eye view). Have students draw a map of the classroom from this perspective.
- Pick out a few of the completed maps. Show them to the class or place them on the floor for a "bird's eye view." Discuss what makes the maps good.

5 Reading a Map

a Local Area Map. Students work with a local area map (refugee camp, school grounds), locating places and describing routes.

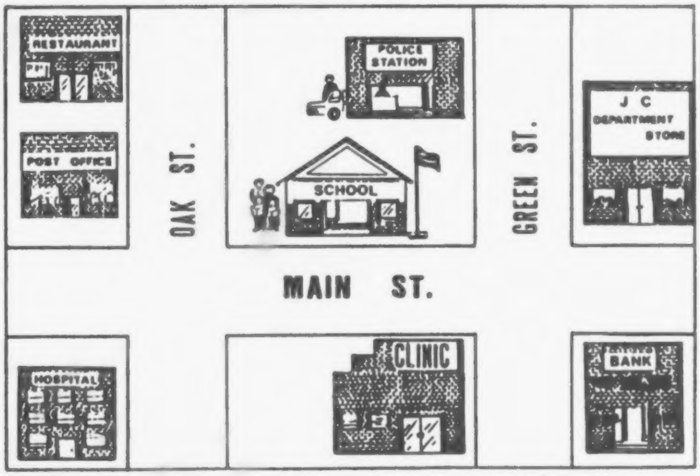
- Put up the map in front of the class. Allow students to examine the map. Have students identify compass directions. Have them locate familiar places on the map. Ask some students to show the route from one place to another, in English, using a pointer.
- Have the students form two teams. Each team sends a representative to the blackboard, back turned to the map. Name a place on the map. The first student to turn and locate the place scores a point.

b Abbreviations. Students give full words for common map abbreviations.

- Show flashcards with printed abbreviations (e.g. NE, SW, Rd., St., Ave.). Elicit the full word for each abbreviation.

c Simple City Map. Students familiarize themselves with a simple city map, locating streets, places and landmarks and describing routes.

- Put up a map of the United States. Ask questions of the students: Where will they be resettling? What other states do they know? Ask students to locate several states and cities. Ask one student to locate a state and a city within that state.
- Prepare a large, simplified map of that city, showing 5-6 blocks in each direction. Include information appropriate to the class level (e.g. street names, block numbers, directional dividers, pictures of landmarks). Explain the features of this map. Orient students to the map by asking questions ("What divides the city into east and west?", "In which direction does ___ Street run?"). Have the students locate specific addresses.



- Have the students form three teams. Show a card with an address or landmark on it. Students from the teams take turns locating places of the map. Give oral directions (e.g. "Go two blocks. Turn left."). Check to see that each student follows directions correctly and can name his or her new location. Encourage help from teammates.

d The Real Thing. Students work with real city maps, street indices and directories of places.

- Give real city maps to small groups. Ask students to locate a major street. Ask how they found it. Refer them to the street index.
- Write the names of 4-5 intersections or streets on the blackboard. Have the groups compete to locate the streets first. Have the students develop directions for moving from one place to another.
- Refer the students to the directory of places of interest to locate parks, the zoo or the airport.

e State Road Map. Students work with a state road map, locating cities and computing distances.

- Prepare a handout with the names of cities on it. Have students form groups of 4 or 5. Provide each group with one handout and one state map. Ask the groups to locate each city and compute distances between cities.
- Option: Present the activity as a competition between teams.

f U.S. Road Map. Students work with a state road map, locating cities and computing distances.

- Distribute one map to each group of 3 students. Point out major symbols on the road maps.
- Ask students to locate the city where they will live, where they have relatives or where they would like to live. Each group connects all three cities following the highways and roads on the map.
- Each group then reports to the whole class as the other students follow the routes on their own maps. The class decides whether the group chose the most direct or shortest possible route.

6 Assessment

Scavenger Hunt. Students make a tour of the local area, following oral directions and a map.

- Plan a Scavenger Hunt (see Techniques) near the classroom (e.g. on the school grounds, in the neighborhood, around the refugee camp). Distribute partially-completed maps (have some streets and landmarks labeled with names or pictures).
- Have students follow oral directions and proceed on foot to the places indicated. Ask them to fill in the names of streets or buildings as they find them. Vary this by having them answer questions about their discoveries.
- Set up stations ahead of time. Have each student (or team) collect a marker at each station before receiving directions to the next station. The first student or team to collect all the markers wins.

BEST COPY AVAILABLE

Notes

Preparation

Design a classroom floorplan beforehand. Make it simple or complicated, as appropriate for your class level.

Choose one real or fictitious city or small town in the U.S. for the "Simple City Map" activity. Prepare questions to orient students to the map, and cards with addresses and landmarks on them.

For the "Scavenger Hunt," plan the route and set up stations in advance. Be sure to explain the objectives and rules before sending the students on their way.

Language

It is important to thank someone after asking for and receiving directions. It is also customary to thank someone even when the person does not provide information (e.g. "OK, thanks anyway.").

Literacy: If you give your students city maps with a street index, be sure they know how to read alpha-numeric codes.

Advanced Vocabulary. northeast, northwest, southeast, southwest.

Advanced Structures. Excuse me. How can I get to _____? Which direction should I go?

Variations

Prepare matching worksheets, each with the same simple city map. Show some different landmarks on each of the two maps. Students work in pairs giving directions and locating landmarks on their maps.

Prepare a puzzle map of the U.S., color-coded to reflect the sections of the country (e.g. the east, the northwest).

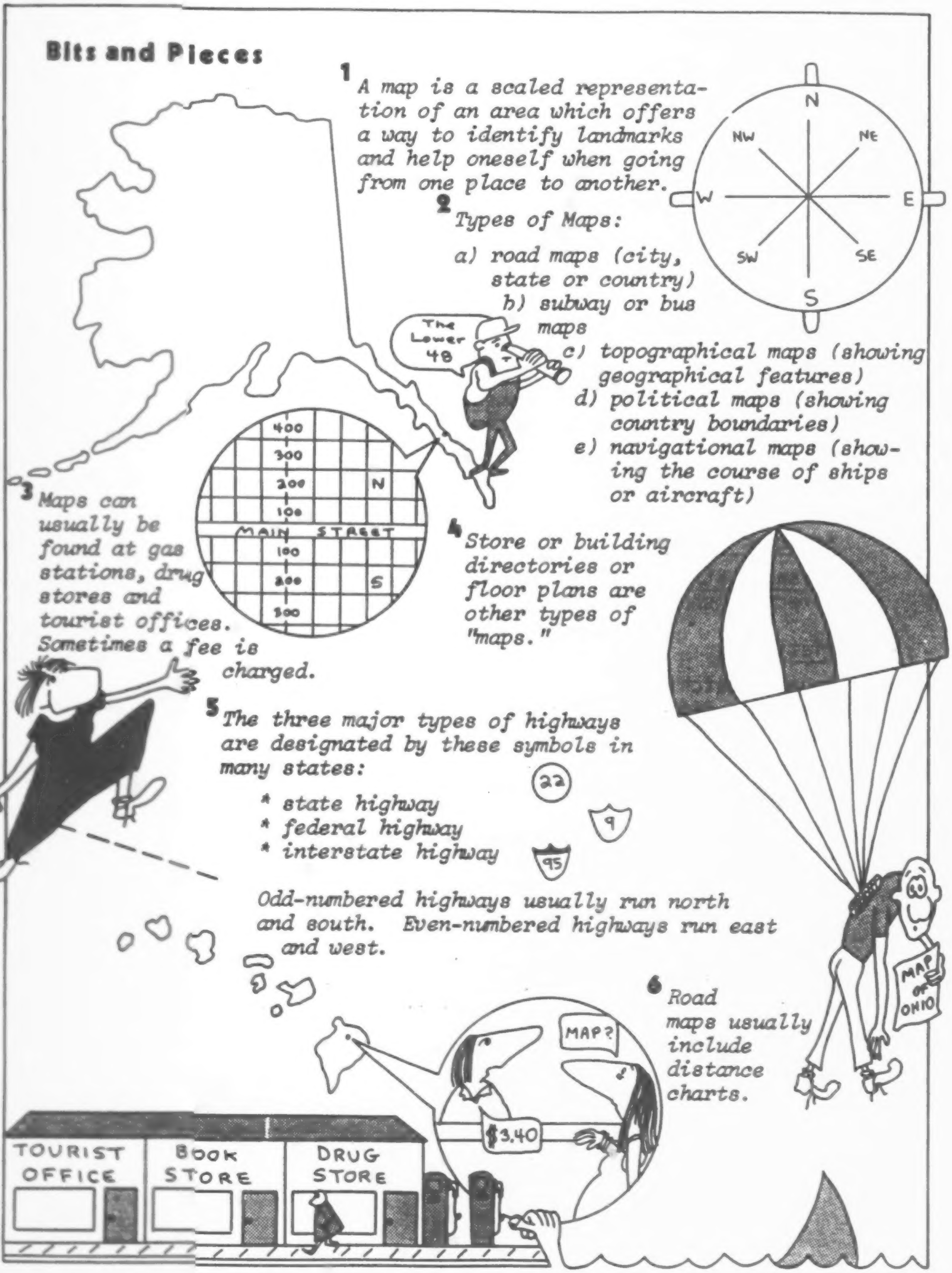
Play Concentration with students matching words with their abbreviations.

Concerns

Students who are at low levels of English proficiency may find great difficulty in sorting out numbers, letters and words on a map. Starting with very simple, clearly drawn maps and clear assignments can help them build confidence in their map-reading skills.

37 Directions and Maps

Bits and Pieces


N
NE
E
SE
S
SW
W
NW
The Lower 48
400
300
200
100
N
MAIN STREET
100
200
300
S
22
9
95
MAP OF OHIO
MAP?
$3.40
TOURIST OFFICE
BOOK STORE
DRUG STORE

1 *A map is a scaled representation of an area which offers a way to identify landmarks and help oneself when going from one place to another.*

2 *Types of Maps:*

a) road maps (city, state or country)
b) subway or bus maps
c) topographical maps (showing geographical features)
d) political maps (showing country boundaries)
e) navigational maps (showing the course of ships or aircraft)

3 *Maps can usually be found at gas stations, drug stores and tourist offices. Sometimes a fee is charged.*

4 *Store or building directories or floor plans are other types of "maps."*

5 *The three major types of highways are designated by these symbols in many states:*

** state highway*
** federal highway*
** interstate highway*

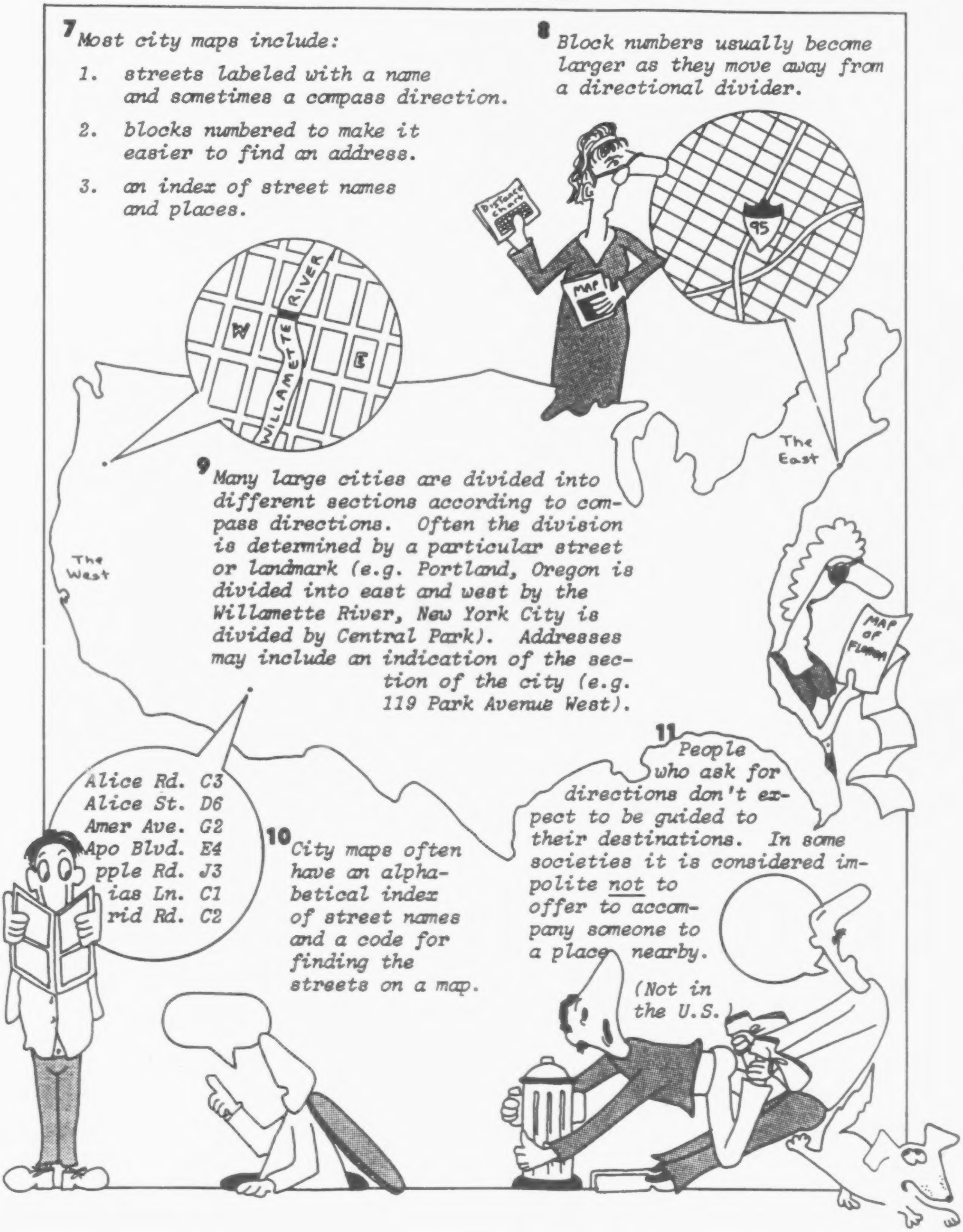
Odd-numbered highways usually run north and south. Even-numbered highways run east and west.

6 *Road maps usually include distance charts.*

7 *Most city maps include:*

1. *streets labeled with a name and sometimes a compass direction.*
2. *blocks numbered to make it easier to find an address.*
3. *an index of street names and places.*

8 *Block numbers usually become larger as they move away from a directional divider.*


Distance chart
MAP
95
WILLAMETTE RIVER
W
E
The West
The East
MAP OF FLORIDA
Alice Rd. C3
Alice St. D6
Amer Ave. G2
Apo Blvd. E4
pple Rd. J3
ias Ln. C1
rid Rd. C2

9 *Many large cities are divided into different sections according to compass directions. Often the division is determined by a particular street or landmark (e.g. Portland, Oregon is divided into east and west by the Willamette River, New York City is divided by Central Park). Addresses may include an indication of the section of the city (e.g. 119 Park Avenue West).*

10 *City maps often have an alphabetical index of street names and a code for finding the streets on a map.*

11 *People who ask for directions don't expect to be guided to their destinations. In some societies it is considered impolite not to offer to accompany someone to a place nearby.*

(Not in the U.S.)

Planning

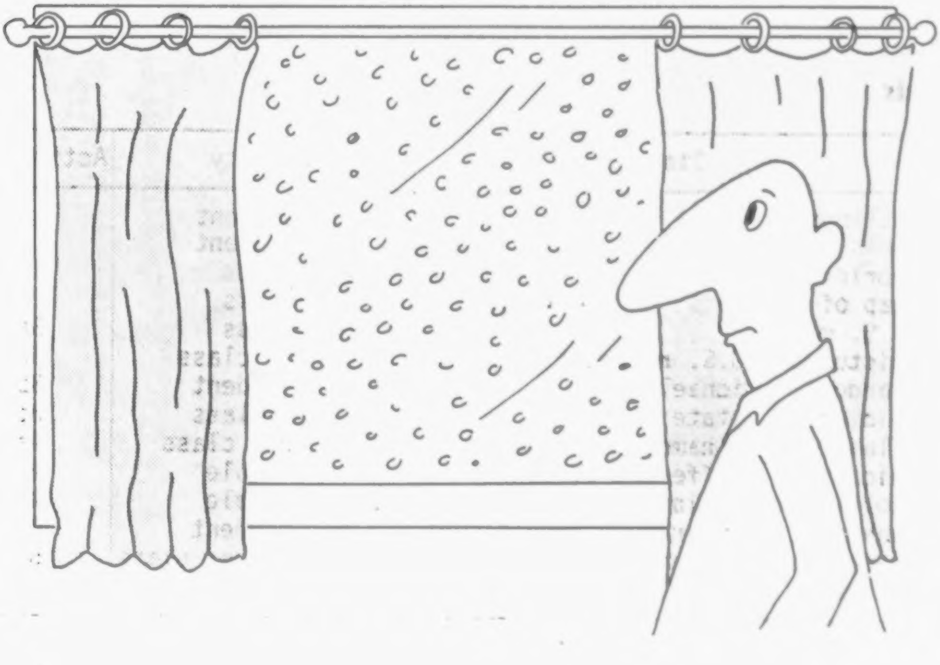
HE WHO
HESITATES
IS LOST

Lesson 38

Geography and Weather

"It's so cold out there. I'll never leave this house!"

Weather varies greatly across the United States. In this lesson, students identify different weather patterns in the four seasons and specify ways to keep warm in the winter.



Objectives The students will be able:

- to identify the four seasons in pictures.
- to locate familiar states and cities on a U.S. map.
- to compare the size, geography and weather of their native country to that of the U.S.
- to state measures for keeping warm in the winter.

38 Geography and Weather

Rationale

Geography and weather can greatly influence a person's lifestyle and environment. Extremely cold, or hot, weather may be a big shock to some newcomers. By formulating an idea of the variety of geographic and weather patterns in the U.S. and determining concrete and appropriate steps to make themselves comfortable, people help prepare themselves for necessary adjustments upon arrival.

Skills

observing

numeracy: computing

literacy: reading

Materials

Item	Quantity	Activity
balloons	1 per student	1
felt markers	1 per student	1
world globe	1 per class	1
map of students' native country	1 per class	2
U.S. map	1 per class	3a
pictures: U.S. regions*	7-10 per class	3a
handout: Michael's Trip	1 per student	3b
pictures: state scenes*	5-6 per class	3c
flashcards: names of seasons*	1 set per class	4a
pictures: different seasons*	as available	4a
cold-weather clothing	as available	4b
handout: temperature conversion*	1 per student	4c
index cards: names of states*	50 cards per class	5a
jeopardy game questions*	as needed	5b

* preparation needed before class

Language

I'm going to ____.

(It's) next to ____.

(It's) near ________.

California is in the west.

Vocabulary

hot
cold
cool
warm
snow
rain

city
state
west
east
north
south

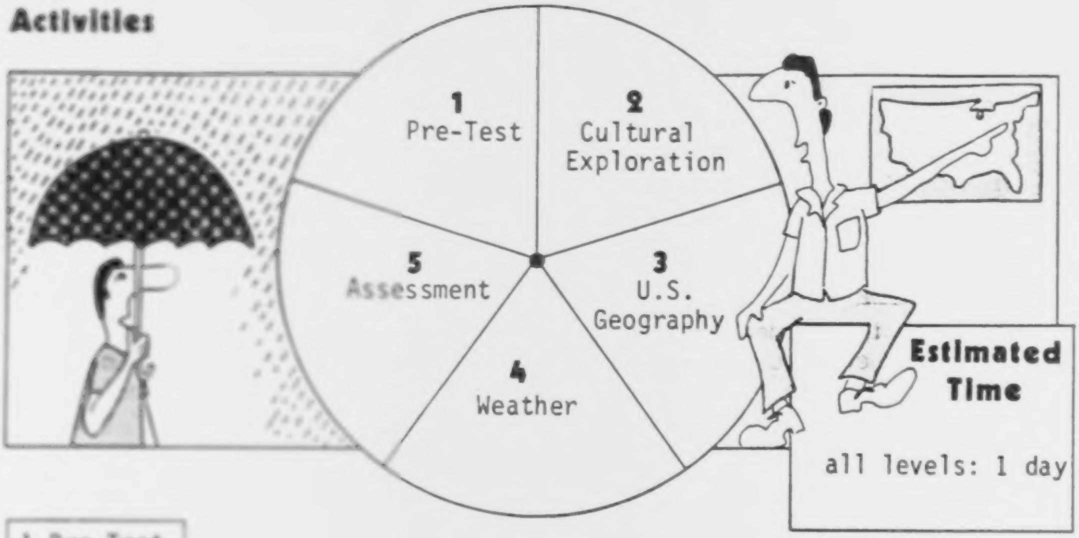
(state names)
(city names)
summer
fall
autumn
winter
spring

Literacy

(state names)

(city names)

Activities



Estimated Time

all levels: 1 day

1 Pre-Test

Balloons. Students show their concept of world geography by drawing a world map on a balloon.

- Enter the class holding balloons on strings, or distribute a balloon to each student and have each blow up one balloon. Ask the students to draw a map of the world--using magic markers--on their balloons.
- Ask students to describe their "globes" by pointing out their native country, country of asylum and the U.S.
- Show a real globe and have students locate the same countries on the globe. Ask students to compare the size of their native country to the size of the U.S. on the globe.

2 Cultural Exploration

Native Country Map. Students identify the variety of geographical and weather patterns in their native country.

- Present a map of the students' native country. Have some students point out areas of the country that have mountains, areas that have forests, areas that are dry, etc. Ask students to explain the variety of weather in relation to the geography of the area.
    * What is the weather like in the mountains?
    * Does the weather change in the mountains/lowlands?
    * What seasons are there?
- Vary this by having students draw and then describe their geographical surroundings and daily activities during different times of the year in their homeland.

- * How does the geographical region affect people's jobs and activities? What kinds of things do people who live in the mountains do? In the cities? Near the sea? Etc.
- * How do the seasons affect people's clothing, the food they eat or their activities?

3 U.S. Geography

a U.S. Map. Students locate some states and cities on a map.

- Ask the students how long it would take them to travel by bus from one end of their native country to the other (east to west or north to south). Ask for estimates of the time it would take to travel by bus from one coast of the U.S. to the other (about 3½ - 4 days non-stop on highways).
- Showing the U.S. map, and pictures of different regions of the country, describe various geographical patterns (e.g. mountain ranges, farming areas, major rivers and lakes).
- Explain the organization of the U.S. into 50 states. Have individual students locate familiar states and cities on the map. Explain the terminology of the different regions (e.g. midwest, east coast, New England).
- Distribute the pictures of different regions, each labeled with a state or city name. Instruct students to tape the picture to the corresponding location on the map. Encourage help from classmates.

b Michael's Trip. Students locate states and cities on a map and discuss differences between the various places.

- Post a U.S. map. Read the story about a journey around the U.S. to the class. (See Appendix: "Michael's Trip".) Ask clarification questions as you tell the story, and have some students go to the map and point to the places mentioned in the story.
- Vary this by having advanced-level students read the story aloud or silently at their desks, and then answer the questions on paper before discussion in a large group.

c Variety. Students identify differences among regions and states in the U.S.

- Distribute one picture--a scene from one state--to each group of five or six students. (Choose states that are very different from each other in terms of geography, climate, population, etc.) On the back of each picture, list some of the above information about that state.
- Post a U.S. map. Ask one student to show his or her picture to the class and answer the following questions about the scene:

- * What state is it?
- * In what part of the U.S. is it? (east coast, midwest, south, etc.)
- * What season is it in the picture?
- * Is it cold?
- * Is it hot?
- * Are there many people in this state?
- * Are there many refugees in this state?
- * What kinds of jobs/industries are located here?

4 Weather

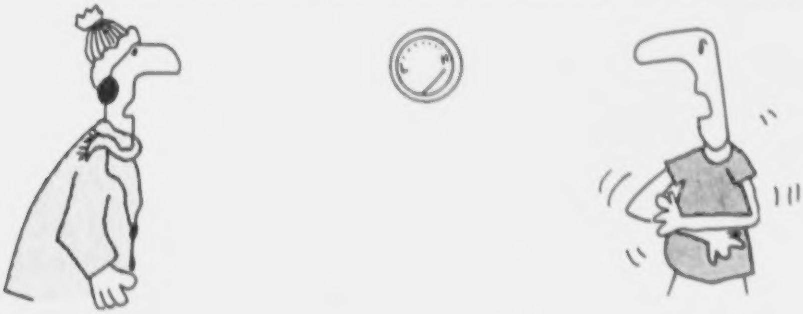
a Seasons. Students identify the four seasons in pictures.

- Ask some students to share what they have heard from friends or relatives about the weather in various parts of the U.S.
- Using pictures of seasons in the U.S., explain the four seasons and the variety of weather patterns.
- Post flashcards with the names of the seasons written on them around the room. Hand individual students pictures of scenes in the U.S. and instruct them to stand by the card naming the corresponding season. Have each explain his or her choice.

b It's So Cold: Role Play. Students state measures for keeping warm in the winter.

- Present a Role Play (see Techniques) with the classroom aide, another teacher or a guest.

Setting: Refugee's kitchen in the U.S. during a cold winter.
Characters: Person at home and friend visiting from outside (teacher and aide).
Action: Person A at home, wearing lightweight clothing and no shoes, opens the door for a friend B who is dressed very warmly. A complains about the cold, wondering how B can even go outside. B complains about the heat inside the house, noting that the thermostat is turned very high, the oven is on and open, and there are cracks in the window. B then takes off (piece-by-piece) seven layers of clothing plus hat, scarf, gloves and closed shoes.
Follow-up: Discuss measures for keeping warm inside and outside the home and ways to avoid wasting energy resources.



5 Assessment

a Twenty Questions. Students identify specific characteristics of states and compare the size, geography and weather of their native country to that of the U.S.

- Put the names of states on index cards. Ask a student to take a card and respond to yes-no questions from the others who try to find out his or her "destination."

  Ex: "Is it in the east?"
  "Is it near Oregon?"
  "Is it very cold in the winter?"
  "Are there big mountains in the state?"

- Students may ask a total of twenty questions for each card. If, after twenty questions have been asked, nobody guesses the correct state, the student holding the card is a "winner."
- Ask the students to describe the differences between their native country and the U.S. in terms of size, geography and climate and how this will affect their daily lives (e.g. housing, clothing, food, transportation).

b Jeopardy Game. Students answer questions and perform tasks to demonstrate their competence in meeting lesson objectives.

- Play Jeopardy (see Techniques). Design questions and tasks that require students to identify different seasons in pictures, draw or pick out clothing items to wear in the wintertime, convert from centigrade to fahrenheit and locate states and cities on a map of the U.S.

Notes

Preparation

Pictures of different regions of the U.S. can be found in picture calendars or magazines.

Rehearse the "It's So Cold" role play with your aide ahead of time.

Language

Advanced Vocabulary. degrees, windy, cloudy, foggy, wind-chill factor, capital, region, area, midwest, northeast, southeast, northwest, southwest, coast.

Advanced Structures. Does it snow a lot in ___________?

Variations

Show a slide show or videotape of different geographic regions in different seasons.

Present Letters from refugees (see Techniques) about their experiences with U.S. geography and weather.

For advanced students, show a videotape of a television weather report or have them read newspaper weather forecasts.

Explain that in the U.S. people measure temperature using a Fahrenheit scale. If students are familiar with centigrade measurements, distribute conversion worksheets and have them correct the answers together.

Present a Picture Story (see Techniques) showing methods of staying warm in the winter.

Appendix

handout: Michael's Trip, page 405

Concerns

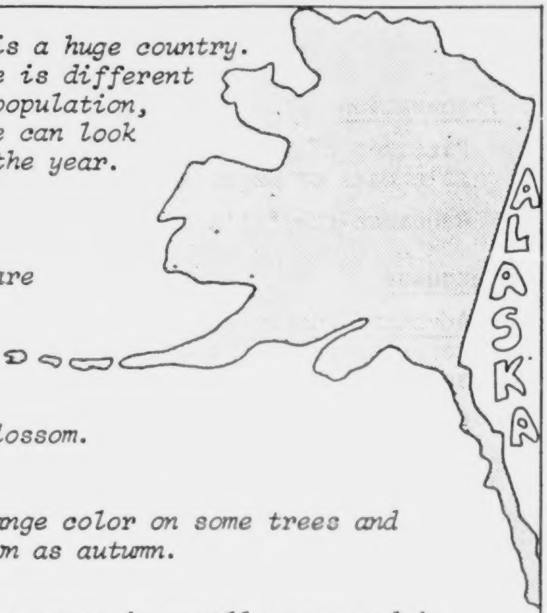
Students should be able to read a map before beginning this lesson.

Resettlement service providers have noted that many refugees expect all areas of the U.S. to provide the same opportunities and services as all others. These unrealistic expectations cause frustration for both the refugees and the service providers. It is important to stress the great diversity of the U.S. from state-to-state and even town-to-town.

Remember to include Alaska and Hawaii on your maps and in your discussions.

38 Geography and Weather

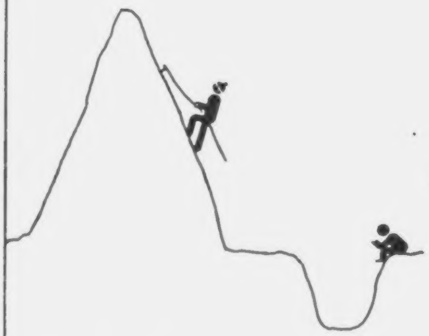
Bits and Pieces



1 *The U.S. is a huge country. Each state is different in terms of geography, weather, population, industries, etc. And, each place can look different at different times of the year.*

2 *In most parts of the U.S. there are four seasons:*

Winter:	*cold weather; no leaves on some trees; snow.*
Spring:	*warm weather; flowers blossom.*
Summer:	*hot weather.*
Fall:	*cool weather; leaves change color on some trees and begin to fall; also known as autumn.*



3 *Temperature is usually measured in Fahrenheit degrees.*

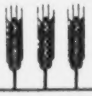
0° Centigrade = 32° Fahrenheit
100° Centigrade = 212° Fahrenheit
37° Centigrade = 98.6° Fahrenheit

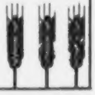
4 *The highest point in the country is Mt. McKinley in Alaska--20,320 feet.*

The lowest point is Death Valley in California.

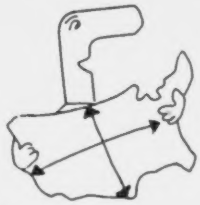
5 *The U.S. has mountains, forests, rivers, lakes, deserts, farmland, small towns and large cities.*

You can find:
corn, tobacco, wheat, potatoes, rice, fruits and vegetables.





6 *The U.S. is bordered on the north by Canada, on the south by Mexico, on the east by the Atlantic Ocean and on the west by the the Pacific Ocean.*



- * *The distance from New York to California is about 3,000 miles.*
- * *The distance from the Canadian to the Mexican border is about 1,600 miles.*

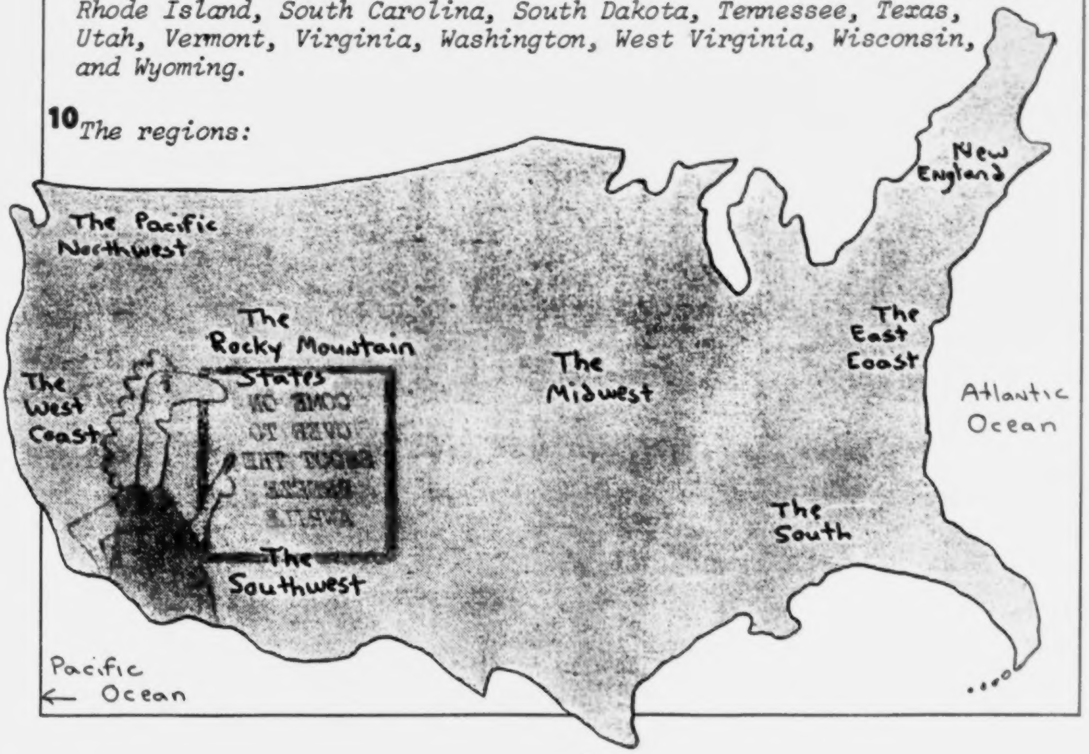
7 *There are 50 states in the U.S. 48 are on the mainland; Alaska is attached to the northwestern part of Canada; Hawaii is a group of islands in the Pacific Ocean.*

8 *Washington, D.C. is the capital of the U.S.*

Each state has its own capital city.

9 *The States are: Alabama, Alaska, Arizona, California, Colorado, Connecticut, Delaware, Florida, Georgia, Hawaii, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Utah, Vermont, Virginia, Washington, West Virginia, Wisconsin, and Wyoming.*

10 *The regions:*


New England
The Pacific Northwest
The Rocky Mountain States
The West Coast
The Midwest
The East Coast
Atlantic Ocean
The South
The Southwest
Pacific ← Ocean

Planning

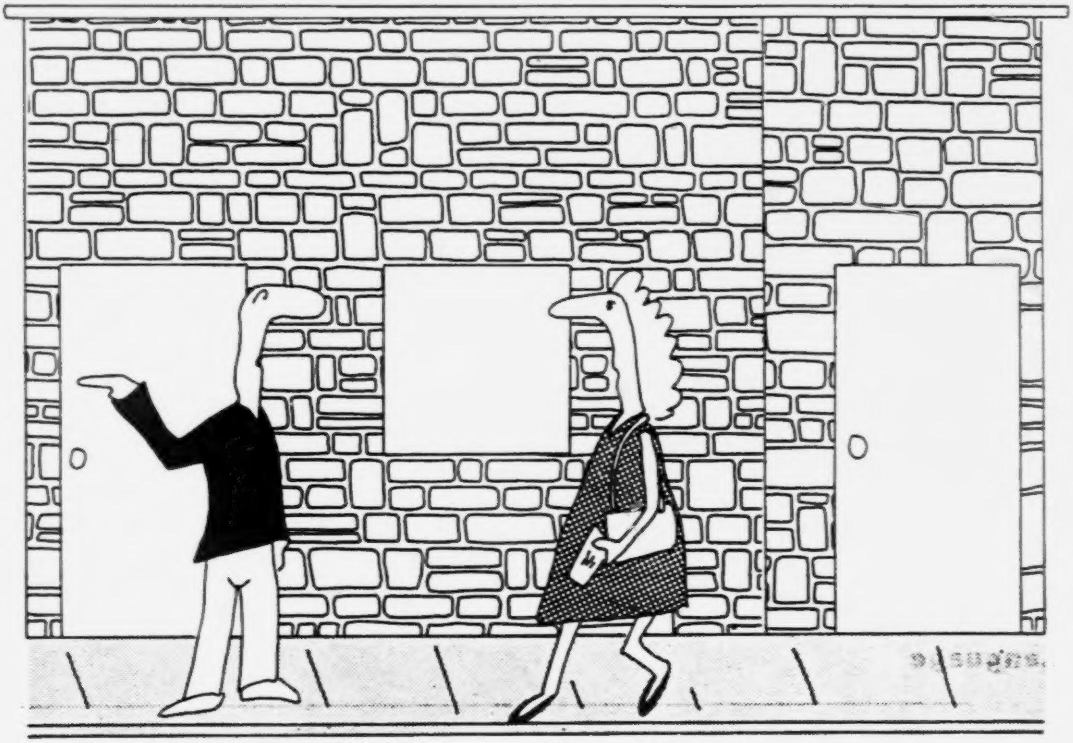
COME ON
OVER TO
SHOOT THE
BREEZE
AWHILE

Lesson 39

Transportation

"How can I get to the post office?"

As soon as people arrive, they need to know how to get around their new community. In this lesson, students practice using bus schedules and taking a simulated bus ride following American-style procedures to get from one place to another.



Objectives The students will be able:

- to describe common forms of transportation in terms of relative cost, convenience and regulations.
- to use a bus schedule to determine the appropriate time and location to take a bus from one specified place to another.
- to use a subway map to determine the route to take from one specified place to another.
- to demonstrate appropriate behavior while using public transportation in a simulated setting.

39 Transportation

Rationale

The United States is a large country with many cities, towns and communities connected by a vast system of roadways, railways and air routes. Within specific areas, there are local systems of transportation. People travel by using either privately-owned or publicly-owned means of transportation. There are certain responsibilities, regulations and expenses associated with each form of transportation.

Skills

observing

literacy: reading

numeracy: computing

Materials

Item	Quantity	Activity
map: students' native country	1 per class	1
map: U.S.	1 per class	1
pictures: local transportation*	7-9 per class	2a
bus signs, fare box*	1 set per class	2b
U.S. coins and bills	as needed	2b
bus transfers*	5 per class	2b
city street plan, bus schedule*	1 each per class	3a
Cuisinaire rods	4 sets per class	3a, 5a
handout: bus map and schedule*	1 per student	3b
handout: real bus schedule*	1 per student	3c
handout: subway map	1 per class	3d
pictures: long distance*	3 per class	4a
simulation materials*	2 sets per class	4b, 5b
newsprint, marker	4 each per class	5a

* preparation needed before class

Language

Where are you going?
To the __________.

Excuse me, where's the _____?

Which bus goes to the ___?
subway
How much is it?

Transfer, please.
Do I need a transfer?
Where do I transfer?

What time does the bus come?
When

Vocabulary

one-way
round-trip
transfer
adult
child
ticket

(time)

bus
subway
car
motorcycle
boat
airplane

train
taxi
bicycle

Literacy

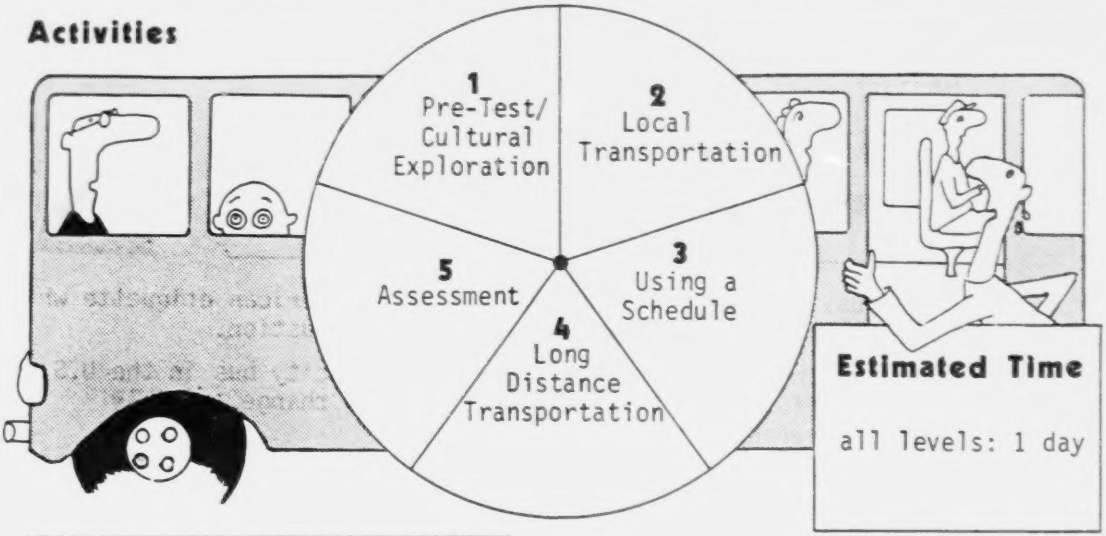
(numbers)

(time)

(traffic signs)

WALK
DON'T WALK

Activities



Estimated Time

all levels: 1 day

1 Pre-Test/Cultural Exploration

Types of Transportation. Students compare local and long distance means of transportation in their native country with forms of transportation in the U.S. to determine differences in relative cost and availability.

- Post a map of the students' native country. Ask two students to point to their hometowns. Ask how they travelled around their towns to the market, school or the doctor. (Were there any special rules for riding a bus or bicycle, or for driving a car? Did they need licenses? Etc.)
- Ask how the students would travel from one town to another. (Which way is the fastest? The cheapest?)
- Post a map of the U.S. Have two other students point to cities where they will resettle or friends and family already live. Ask specific questions:
    - * How do you think you will get around in that city?
    - * How do you think you could travel from one city or state to another?
    - * Which ways might be cheapest? Fastest?

  List responses on the blackboard and encourage other students to add ideas. Add or correct information as needed.

2 Local Transportation

a Visuals. Students describe forms of local transportation.

- Distribute visuals of different means of local transportation in the U.S. to small groups. Ask each group to explain as much as possible about the type of transportation illustrated (e.g. convenience, availability, relative cost, regulations). Add or correct information as needed.

public bus
bicycle
taxi
subway
car
motorcycle
walking
commuter train
row boat

b Public Bus. Students demonstrate customary American etiquette while using public transportation in a simulated situation.

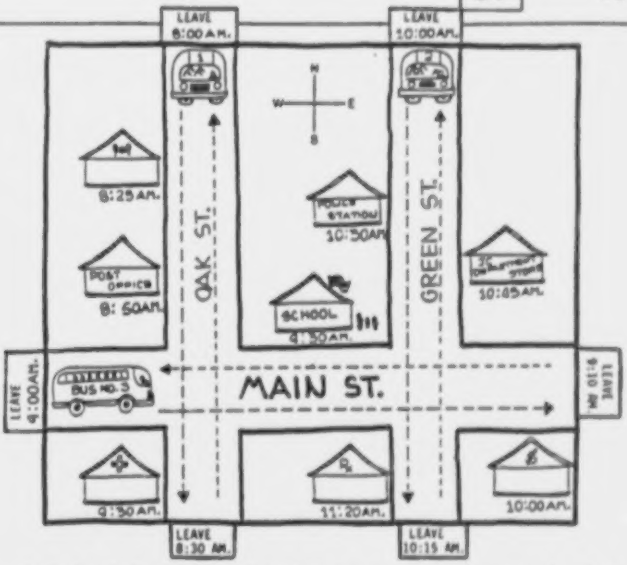
- Present general information about riding a city bus in the U.S. Include information about transfers, exact change, monthly passes, student discounts, etc.
- Arrange the classroom for a simulation of a city bus. (Put chairs or benches in rows. Post NO SMOKING, NO SPITTING and other signs. Place a fare box next to the driver's seat, etc.) Assign roles to different students (e.g. One lights a cigarette while on the bus. One spits. One is elderly. One uses a $5.00 bill). Play the role of the bus driver who insists on exact change, gives out and collects transfers and stops the bus for passengers.
- Review each step with the students. Ask students how they knew what to do on the bus in the simulation. Remind the students that these are general guidelines for riding a city bus. Every city bus company has its own set of procedures. Ask students how they will find out what the proper procedure is for riding a bus in their new homes.

3 Using a Schedule

a Bus Map and Schedule I. Students use a simple bus schedule to determine the time and location to take a bus from one specified place to another.

- Put a street plan of a city on poster board. Include pictures of a hospital, school, supermarket, post office, etc. Use Cuisinaire rods to represent city buses. Give students destinations and have them move the "buses" needed to reach there. Vary this by having students give each other destinations and describe routes to take (e.g. "Go west on ___ Street two blocks. Turn right.").
- Point out the bus stop locations and arrival times on the same street plan. Use this as a basis for a question-answer exercise.

  * What time does the bus going from west to east on Main Street leave?
  * What is the first stop after the Police Station on route #2?


LEAVE 8:00 A.M.
LEAVE 10:00 A.M.
N
W
E
S
8:25 A.M.
POLICE STATION
10:30 A.M.
OAK ST.
GREEN ST.
POST OFFICE
8:50 A.M.
SCHOOL
9:30 A.M.
DEPARTMENT STORE
10:45 A.M.
LEAVE 9:00 A.M.
BUS NO. 3
MAIN ST.
LEAVE 9:10 AM
9:30 A.M.
11:20 A.M.
10:00 A.M.
LEAVE 8:30 AM.
LEAVE 10:15 AM.

b Bus Map and Schedule II. Students use a bus schedule to determine the time and location to take a bus from one specified place to another.

- Distribute handouts of a bus map and schedule and related questions (see Appendix). Have students answer the questions orally or in writing--individually or in small groups.
- Vary this by having groups design situations (including suggested arrival time) using the bus schedule. One group gives a situation to another group which must decide the appropriate time and place to catch a bus.

c Real Bus Schedule. Students use a real bus schedule to determine the time and location to take a bus from one specified place to another.

- Distribute real bus schedules. (See Appendix for a sample.)
- Orient the class to the bus schedule by asking specific questions.
  - * What time does the first bus leave (from ___) on weekdays?
  - * What time does the first bus leave (from ___) on Sundays?
- Have groups make up situations using the bus schedule. One group gives a situation to another group which must decide what time and where to catch the bus in order to be on time.

d Subway Map. Students use a subway map to determine the routes to take in given situations.

- Post or distribute a subway route map (see Appendix).
- Orient the class to the map by asking specific questions.
  - * How much is the fare?
  - * How long does the subway operate?
  - * What is the second stop on the Green Line eastbound?

- Pose problem situations (as in the Bus Schedule activities). Have pairs of students determine which route they need to take to get from one specified place to another. (Be sure to include situations that require transferring from one route to another.)

4 Long Distance Transportation

a Visuals. Students describe forms of long distance transportation.

- Distribute visuals of different means of long distance transportation in the U.S. Ask small groups to tell the class all they know about the types of transportation in the visual regarding convenience, availability, relative cost, regulations, etc. Add or correct information as needed.

b Long Distance Bus. Students practice purchasing bus tickets.

- Divide students into two groups. Send each group to a corner of the room (labeled Los Angeles and New York). Simulate a ticket counter at each location where students have to purchase either one-way or round-trip tickets to another city. With their tickets, they can then "travel" from one corner to another.
- Vary this by working with several classes and teachers and setting up different "city bus terminals" in each classroom.

5 Assessment

a How Will I Get There? Students describe considerations that influence their decision regarding what means of transportation to take.

- Have the class form groups, each with marker, newsprint and a set of rods. Ask each group to design a town--marking places for a market, job site, home, hospital, etc.
- Assign a different situation to each group, a situation requiring travel from one place to another (e.g. a health emergency at home, an appointment for a job interview right after school). Ask each group to choose and defend a means of transportation by answering some specific questions:
    * Where do you need to go?
    * How would you get from _____ to _____?
    * What choice involves more time? Less time?
    * Which way costs more? Costs less?
    * What other considerations influenced your decision?

b Simulation. Students use a bus schedule correctly and demonstrate appropriate behavior while riding a simulated public bus.

- If you have access to a real bus, design a simulation (see Techniques) in which students read a bus schedule, stand at bus stops, board, ride and exit the bus and process the experience afterwards.

Notes

Preparation

For the "Bus Map and Schedule" and "Subway Map" activities, design questions ahead of time. Make them simple or complex according to your class level.

Language

It is polite to thank the bus or taxi driver as you get out of the vehicle. Many people also use appropriate greetings or leavetakings (e.g. Good afternoon. Take care.) as they enter or leave a bus.

Advanced Vocabulary. library, park, university, downtown, parking lot, parking garage, car pool.

Advanced Structures. Where is the bus stop for _____? Does this bus go to the _____? What subway stop is nearby?

Variations

Show a videotape or slide show about different means of transportation in the U.S.

Airplane travel is covered in Lesson 58, "The Transit Process." Also see Optional Lesson 1, "Driving a Car," for related information and activities.

Include traffic signs in the visuals showing means of transportation. Ask students to explain their meaning (traffic lights, pedestrian Xing, one way, etc.).

Appendix

handout: bus map and schedule, page 406
handout: real bus schedule, page 407
handout: subway map, page 408

Concerns

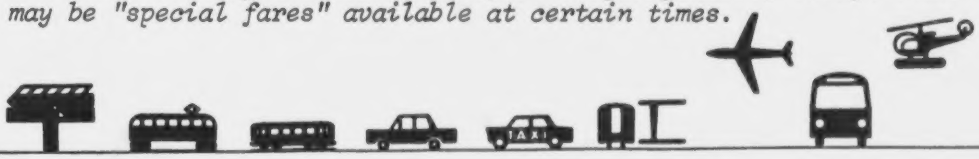
Transportation has been noted by U.S. resettlement agencies as an area which gives many refugees difficulty. Whether from fear or confusion or lack of familiarity with the system, newcomers tend not to take advantage of the available services. Others get cars and start driving before they are familiar with the roads and/or driving laws and still others live in areas where public transportation is unavailable or inadequate. It is important that refugees be aware of all the options in their neighborhoods. Encourage the students to ask friends, neighbors or resettlement workers about local transportation in their area.

39 Transportation

Bits and Pieces

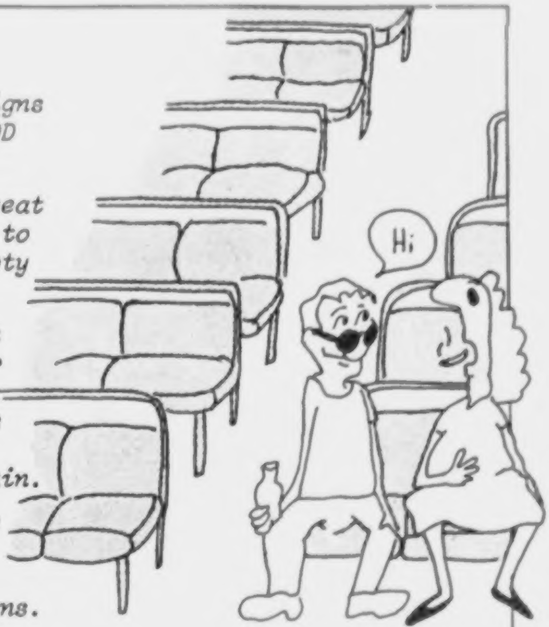
1 *Types of Transportation*

1. *Walking: Pedestrians should cross streets only at corners or at crosswalks. Pedestrians must obey traffic lights. There are often WALK and DON'T WALK signals next to traffic lights. It's against the law to cross the street when the DON'T WALK sign is lit.*
2. *Bicycle: A lock is very important to avoid theft. Some towns have special bike lanes on the streets. Bicycle riders must obey traffic regulations.*
3. *Private car: Maintenance, insurance, gas and parking fees make owning and driving a car very expensive.*
4. *Motocycle: Motocycles are usually less expensive than cars. Many states require riders to wear safety helmets.*
5. *Subway: Subways are local, underground railway systems. People often pay for subways with special tokens or tickets. Passengers can transfer to another subway route in the same station without paying again. Multiple-entry fare cards are sometimes available.*
6. *Public Bus: The bus is the most common form of transportation in cities. Every bus company has a different set of procedures for using its service. Many bus companies require riders to pay with exact change; the drivers carry no change on the buses.*
7. *Taxi: Taxis are relatively expensive. People often call the taxi company ahead of time to reserve a taxi. Taxis can also be signaled by hand on the street. Riders usually pay a tip to the driver.*
8. *Commuter Train: This is a local train. Tickets are purchased at stations or on the train. Trains are often more expensive than local buses.*
9. *Long Distance Bus: Buses tend to be less expensive than trains and much cheaper than planes. They usually operate at all hours of the day, every day of the year. Tickets can be purchased at the bus station. Buses are boarded at the bus station (or terminal), not along the street.*
10. *Long Distance Train: Trains are similar in cost to long distance buses. Service is often less frequent than bus service. Tickets can be purchased at travel agencies or railway stations. Trains can be boarded only at stations.*
11. *Airplane: Airplane service is fast and convenient (if you live close to an airport). Airplanes operate at all times of the day and night, every day of the year. Tickets can be purchased at travel agencies or at the airport. Usually, reservations need to be made in advance. Airplane travel is often very expensive, though there may be "special fares" available at certain times.*



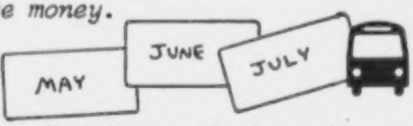
2 *Bus Etiquette*

- *People must follow rules stated on signs in the bus (e.g. NO SMOKING or NO FOOD OR DRINK).*
- *In general, one person sits in each seat on a bus. People start sitting next to each other only when there are no empty seats left.*
- *When signaling to get off the bus, it is only necessary to pull the cord or push the strip or button once. If someone else has already signaled the driver to stop at the place you want to go, there is no need to signal again.*
- *There may be special sections for the handicapped and the elderly (seats near the front of the bus). It's important to pay attention to the signs.*



3 *Monthly Passes*

Some bus, subway and commuter train companies offer monthly passes. Monthly passes are cards, paid for in advance, that allow the holder to travel on any bus or train within the system anytime during the month, without paying at the time of the ride. The pass must be shown to the driver each time the card holder rides the bus or train. Monthly passes help frequent riders save money.



4 *Transfers*

A transfer is a ticket allowing a passenger to change from one bus to another. If a person needs to take another bus that connects with the one he/she is on, the person asks the driver for a transfer.

Transfers cannot be used to make a round trip and there is usually a time limit for when they can be used. (The time limit will be written on the transfer.)

5 *Bus Schedules tell what time and where to catch a bus to get from one specific location to another. They usually include a small route map, a listing of fares for children, adults and the elderly and schedules for weekdays, Saturdays and Sundays and holidays. Bus schedules have the bus company telephone number and may be available at supermarkets, public libraries, the bus company office, etc.*

6 *Subway Maps show the routes that the subway trains follow. The routes are often coded by letter or color.*

Planning

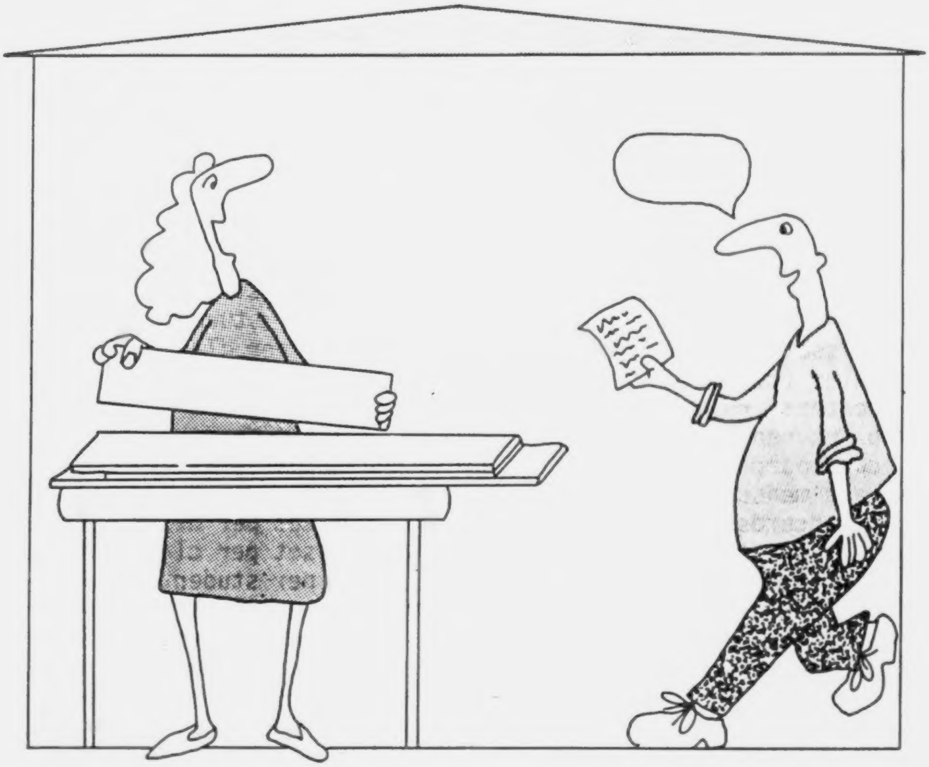
I THINK
WE'RE ALL
IN THE
SAME BOAT

Lesson 40

Length and Height

"Make all the boards three and a half feet long."

Accurate and consistent measurement is essential in order to get a desired result. In this lesson, students practice measuring length and height using the U.S. standard system.



Objectives The students will be able:

- to estimate height and length.
- to measure using a standard unit.
- to make linear measurements to the nearest eighth of an inch.
- to order objects or people according to height.
- to read abbreviations of standard measurements.
- to calculate approximate conversions from the metric system to the U.S. standard system.

40 Length and Height

Rationale

Americans measure things on the job and at home in order to build or produce something and to use products or equipment correctly. Being able to measure accurately using standard systems helps a person function more easily in situations requiring specific and exact measurements.

Skills

estimating
literacy: reading
numeracy: computing
numeracy: reading and writing

Materials

Item	Quantity	Activity
cardboard: 1 inch square*	1 per student	2a, 2b
cardboard strip: 16-20 inches*	1 per student	2b
scissors	3-5 per class	2b
ruler (standard)	1 per student	2c, 4b, 5
poster: ruler*	1 per class	2c
blank paper	3 per student	2c, 2d
cardboard strips: varying lengths*	10 per class	2c
tape measure	5 per class	2d, 3, 5
flashcards: abbreviations*	1 set per class	4a
flashcards: measurement words*	1 set per class	4a
worksheet: abbreviations*	1 per student	4a
ruler (metric)	1 per class	4b
worksheet: conversion*	1 per student	4b
blank card	1 per student	5

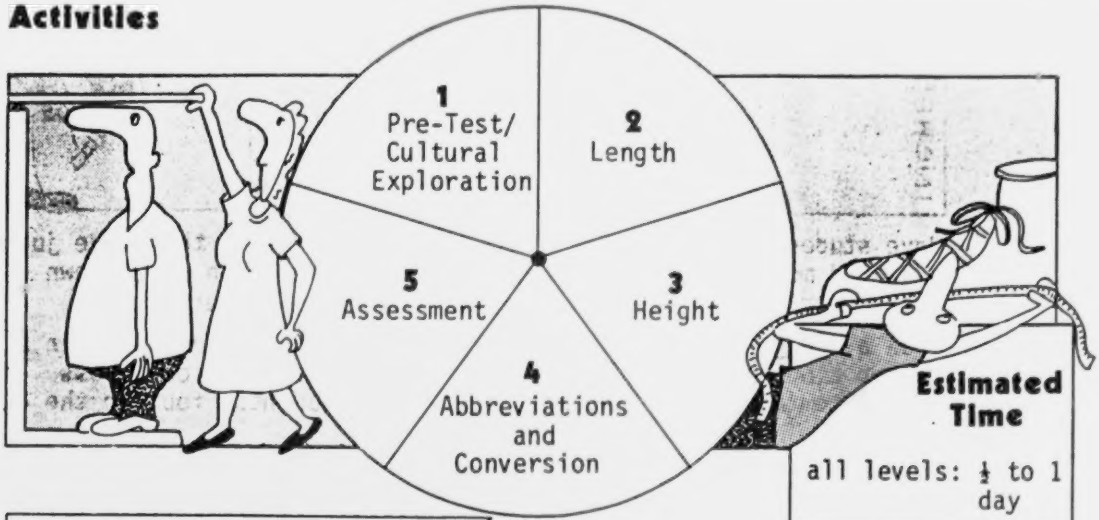
* preparation needed before class

Language

	Vocabulary		Literacy
How tall are you? I'm ___ feet, ___ inches tall. How long is it? It's ___ inches long. feet	inch(es) foot feet ruler tape measure	short(er) tall(er) long(er) (numbers)	INCHES (abbreviations) IN. FT. (numbers) (letters) A-J

40 Length and Height

Activities



Estimated Time

all levels: ½ to 1 day

1 Pre-Test/Cultural Exploration

Further and Longer. Students demonstrate and explain systems of measurement.

- Bring one student to the front of the class. Place two chairs in different parts of the room. Ask the class which chair is further from that student. How do they know? Have a student demonstrate his or her system of determining distance.
- Encourage other students to demonstrate and explain alternative systems of measurement (e.g. counting steps, timing, visual appearance, using a ruler).
- Repeat the above using two tables or other objects for comparison.

2 Length

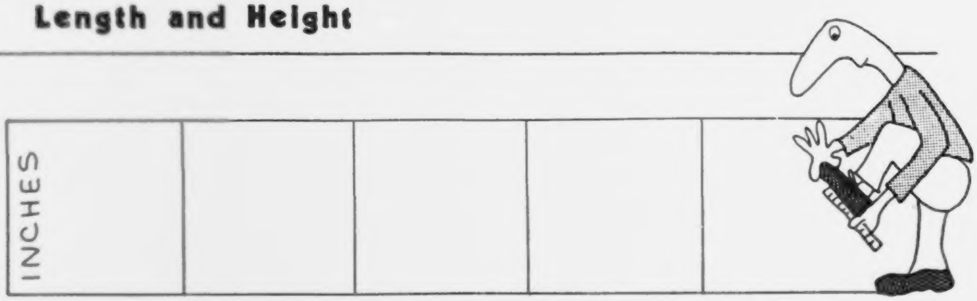
a Estimating and Measuring Length. Students estimate and measure the length of objects using a piece of cardboard as the unit of measurement.

- Give each student a 1 inch square piece of cardboard. Distribute an object (piece of wood, poster board, chalk, etc.) to groups of 3 students. Let students guess the length of their objects (in terms of cardboard squares) and write down that guess. Have students measure the object using the cardboard squares, and compare this with their original estimate.

b A Ruler. Students make a ruler and use it to measure in standard units.

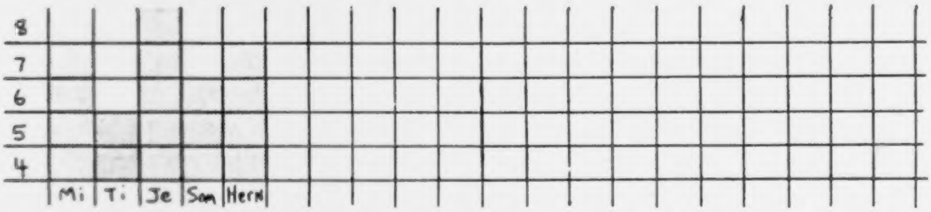
- Distribute one cardboard strip to each student. Ask the students to cut the strip so it is 12 cardboard squares long, and number each mark. Have students measure objects and report the length of each.

40 Length and Height



- Have students write INCHES at the end of the ruler they have just made and measure their own feet with it. They then write down the number and the word "inches" on a piece of paper.

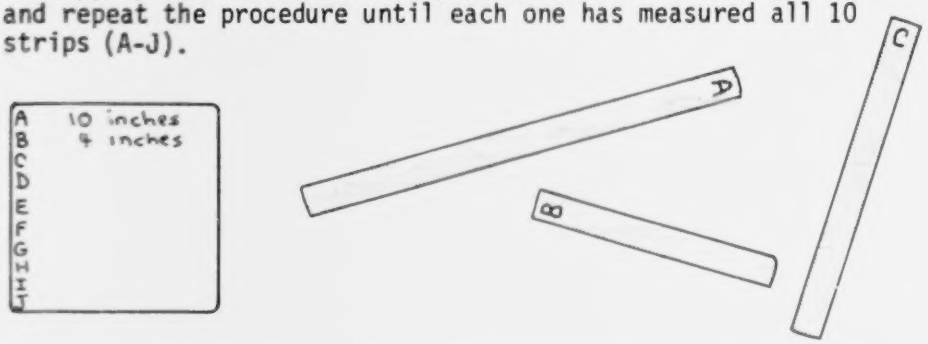
- Draw a bar graph on the blackboard. Write the numbers 0-12 in a column along one side. Write students' names in a row across the bottom and record the length of each students' foot on the bar graph. Compare lengths.



c Standard Ruler. Students measure length accurately to the nearest eighth of an inch.

- Have students take a standard ruler, place it next to their own ruler (from Activity 2b above) and compare the two. Snow a large poster ruler. Name the parts from one-eighth of an inch to one inch and the lengths from one inch to two inches. Be sure to explain that 12 inches equals 1 foot (not the same as the feet they measured in the previous activity!)

- Distribute blank paper. Instruct students to write the letters A through J in a column on the paper. Have pairs of students take a strip of cardboard (each strip should have a letter and be a different length), measure it and write the length next to the appropriate letter on the paper. Students exchange strips and repeat the procedure until each one has measured all 10 strips (A-J).



- Check the answers by having students read and write the correct lengths on the blackboard.

d A Tape Measure. Students measure classroom objects, using a tape measure, and draw a simple picture in two dimensions.

- Distribute 2 pieces of paper to each student. Have students measure the length and width of the top of a table using a tape measure, make a drawing and write the measurements on the drawing.
- Ask students to choose one object in the classroom that is square or rectangular and draw a simple picture of it. They then measure the dimensions of the object they chose and write them in the correct place on the picture.

3 Height

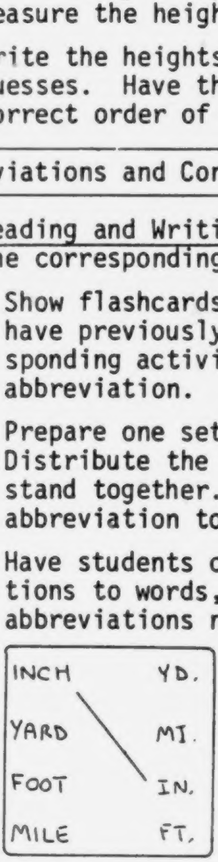
Estimating and Measuring Height. Students estimate and measure people's height, and place them in order from shortest to tallest.

- Ask half the students to stand in order of height from shortest to tallest. The other students correct any mistakes they see in the order.
- Have some students guess the height of each standing student. After recording the guesses on the blackboard, ask each standing student to stand by a tape measure on the wall. Ask other students to measure the height of each.
- Write the heights on the blackboard and compare with the original guesses. Have the students in front rearrange themselves in the correct order of height.

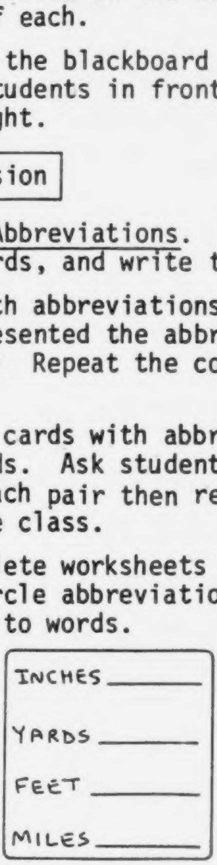
4 Abbreviations and Conversion

a Reading and Writing Abbreviations. Students match abbreviations to the corresponding words, and write them correctly.

- Show flashcards with abbreviations. (This can be a review if you have previously presented the abbreviations with each corresponding activity.) Repeat the complete word after you show its abbreviation.
- Prepare one set of cards with abbreviations and another with words. Distribute the cards. Ask students to find their "match" and stand together. Each pair then reports its matching word and abbreviation to the class.
- Have students complete worksheets on which they match abbreviations to words, circle abbreviations given orally or write abbreviations next to words.



INCH	YD.
YARD	MI.
FOOT	IN.
MILE	FT.

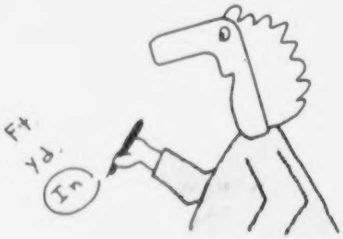


INCHES ________

YARDS ________

FEET ________

MILES ________



b Conversion. Students convert standard measurement to metric, and metric to standard.

- Place two rulers on the table, one in standard and one in metric units of measurement.
- Ask some students to measure objects using one system of measurement. Students guess what the height and length would be in the other system. Have students measure the same object using the other system and compare the results and guesses.
- Have students complete a conversion worksheet with conversion tables attached (see Bits and Pieces).

CONVERSION WORKSHEET
LENGTH AND HEIGHT

A. 1. How many inches in 1/3 foot? ________
2. How many inches in 1/4 foot? ________
3. How many feet equal one yard? ________
4. How many feet equal 2/3 yard? ________

B. 1. 1 foot = ________ centimeters
2. 1 yard = ________ meters
3. 1 mile = ________ kilometers

C. 1. Which is longer? ☐ 2 feet ☐ 1 meter
2. Which is longer? ☐ 10 inches ☐ 20 centimeters

D. 1. Which person is taller? ☐ 60 inches ☐ 120 cm.
2. Which person is taller? ☐ 67 inches ☐ 170.18 cm.

5 Assessment

In This Corner. Students measure people and objects to specific units and record the measurements using abbreviations.

- In one corner of the room put a ruler and some classroom objects. In the other corner, put a tape measure.
- Distribute a blank card to each student. Ask students to choose a partner, go to both stations and complete the tasks. (You may want to stay at one station and have the aide stay at the other.) Tasks:

Station A	Station B
measure object's length (to nearest eighth inch)	measure partner's height (to nearest half inch)

- Have students record the results on the cards using abbreviations. They can read them to the class at the end of the lesson.

Notes

Preparation

Many materials are required for this lesson. Be sure to order, make or organize the materials ahead of time.

Language

It is considered impolite to make comments about a person's height (e.g. "You're so short!").

Advanced Vocabulary. tallest, shortest, longest, yard, mile, length, width, height, tape measure.

Advanced Structures. Who is the tallest?

Variations

Play Concentration (see Techniques), matching approximate metric and standard equivalents or the terminology used to measure specific things (e.g. kilometer/mile or 1 meter/3 feet).

See Lesson 43, "Shopping for Clothing," for information and activities about clothing size.

Concerns

This lesson builds upon many skills. It may take a long time for some students to master these skills.

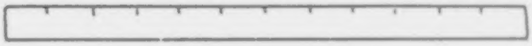
Students should be able to count and use fractions before working with measurements.

40 Length and Height

Bits and Pieces 1 Accuracy and consistency are important aspects of proper measurement. Whether at home or on-the-job or elsewhere, correct measurement is important in attaining a desired result. Particularly at work, accurate and consistent measurement is required in order to make products that are all of the same quality and size. If some of the products (made in a factory, for example) are different from others (e.g. a different size or color; of lower quality) they may not be sold. The company will lose money. And the employee responsible for the "inefficient work" may lose his or her job.

2 Some Measurement Tools:

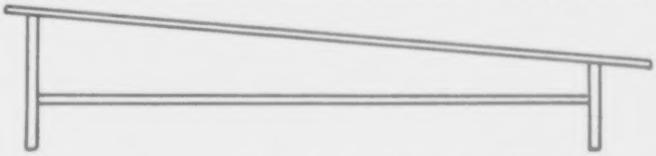
ruler



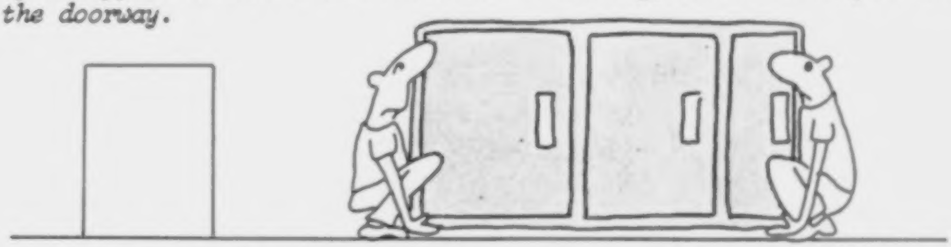
tape measure

3 Results:

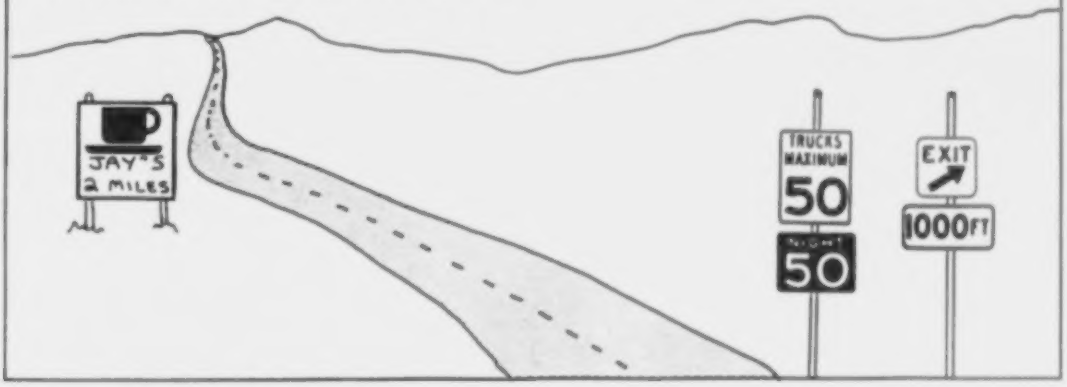
One piece of wood that is cut too short can ruin book shelves.



If an office orders a cabinet that is too big, it will not fit through the doorway.



4 In the U.S., people use a standard system of measurement that is different from the metric system.



40 Length and Height

5 U.S. Standard System

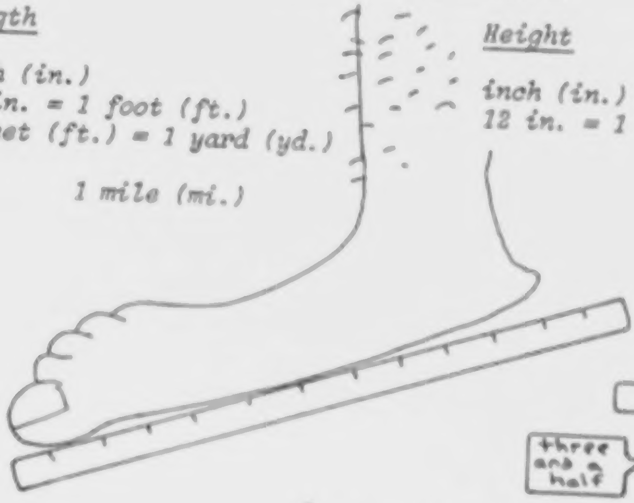
Length

inch (in.)
12 in. = 1 foot (ft.)
3 feet (ft.) = 1 yard (yd.)

1 mile (mi.)

Height

inch (in.)
12 in. = 1 foot (ft.



three and a half

6 Conversion

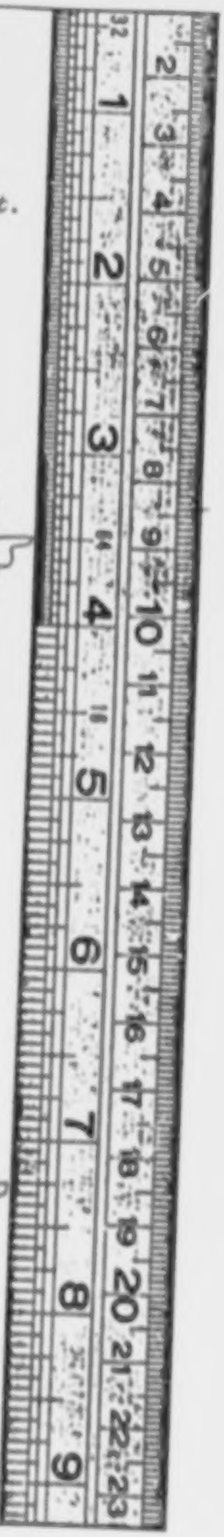
Length

METRIC - U.S.	U.S. - METRIC
1 centimeter = 0.4 in.	1 inch = 2.5 centimeter
1 meter = 3.3 feet	1 ft. = .30 meter
1 meter = 1.1 yards	1 yd. = .9 meter
1 kilometer = 0.6 miles	1 mile = 1.7 kilometer

HEIGHT

METRIC - U.S.	U.S. - METRIC
1 centimeter = 0.4 in.	1 in. = 2.5 centimeter
1 meter = 3.3 ft.	1 ft. = .30 meter

Seven and one quarter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40 Length and Height

Planning

GIVE HIM
AN INCH
AND HE'LL
TAKE A
MILE

Lesson 41

Volume and Weight

"Put one and a half cups of laundry detergent in the washer."

A bit too much or a bit too little of something can change a result, cause a machine to work inefficiently, or ruin a recipe. In this lesson, students practice measuring weight and volume using the U.S. standard system.

SOAPO
LIQUID SOA

Objectives The students will be able:

- to estimate weight.
- to measure and weigh using a standard unit.
- to make weight measurements to the nearest half ounce.
- to order objects or people according to weight.
- to read abbreviations of standard measurements.
- to calculate approximate conversions from the metric system of measurement to the U.S. "standard" system.

41 Volume and Weight

Rationale

In the U.S., people must weigh and measure things on the job, at home, at the market and elsewhere. They may need to determine value, build or produce something or use products and equipment correctly. Knowing measurement systems and being able to use them accurately helps a person function more easily in everyday situations.

Skills

estimating

literacy: reading

numeracy: reading and writing

numeracy: computing

sorting

Materials

Item	Quantity	Activity
blank paper	2 per student	1, 2c
felt marker	1 per student	1
produce scale: color-coded*	1 per class	2a
produce scale: standard	1 per class	2b, 4b, 5
8, 16 and 24-oz. bags of beans*	1 each per class	2c
plastic bags	11 per class	2c
bathroom scale	2-3 per class	2d, 5
2-3 gallon bucket	1 per class	3
gallon container	2 per class	3
quart container	2 per class	3
pint container	2 per class	3
measuring cup	4 per class	3, 5
water	2-2½ gallons	3, 5
flashcards: abbreviations*	1 set per class	4a
flashcards: measurement words*	1 set per class	4a
worksheet: abbreviations*	1 set per class	4a
scale: metric	1 per class	4b
bowl of water	2 per class	5
empty bowl	1 per class	5
blank card	1 per student	5

* preparation needed before class

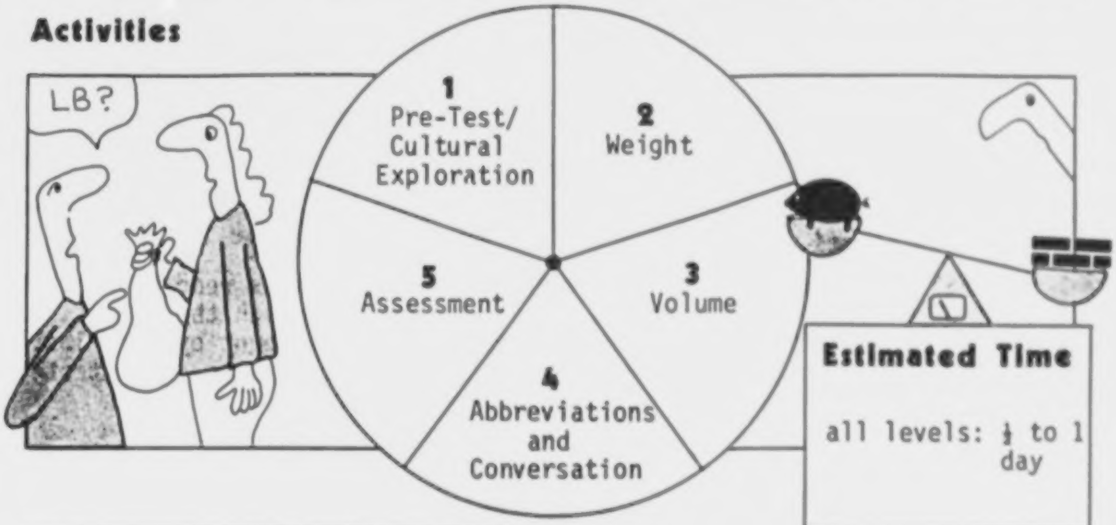
Language

How much does it weigh?
It weighs _____ pounds.
I weigh _____ pounds.
How much is there?
There's one gallon.

Vocabulary		Literacy
ounce(s)	cup	(abbreviations)
pound(s)	pint	OZ.
light(er)	quart	LB.
heavy(ier)	gallon	(numbers)
(numbers)	it they	

41 Volume and Weight

Activities


LB?
1 Pre-Test/ Cultural Exploration
2 Weight
3 Volume
4 Abbreviations and Conversation
5 Assessment

Estimated Time

all levels: ½ to 1 day

1 Pre-Test/Cultural Exploration

Determining Value. Students identify their traditional system of determining an object's value in order to demonstrate their understanding of a standard unit of measurement.

- Ask the students to imagine they are at a market in their native country. Have them draw items they might buy at the market. As students show their drawings, have them explain how they determined the value of each item. Be sure to discuss food as well as other items (e.g. cloth, silver).
- If some students were farmers, ask them how they measured the amount of rice or other crops they planted or harvested.
    - * How did you determine the size of the land belonging to your family?
    - * If you had to buy or rent land, how did you determine the price or value?
- For students used to a barter-system economy, explain that bartering is rare in the U.S. Most items are weighed and measured according to a standard system.

2 Weight

a Estimating Weight and Weighing Objects. Students estimate weight and weigh objects using a color-coded scale.

- Put a produce scale (one with areas of color instead of numbers) on the table.
- Explain the purpose of a scale and the way it is used.
- Hold up an object (e.g. fruit, book, a bunch of pens) and allow students to guess what color the arrow will point to when that object is placed on the scale. Continue with other objects.

- Discuss how to estimate an object's weight.
- If possible, use some objects that are big, but light (e.g. an empty box) and some that are small but heavy (e.g. a hammer).

b A Real Scale. Students weigh objects using a scale.

- Explain that in the U.S., almost everything is weighed according to a standard measurement. That makes it easy to compare amounts and values.
- Show a produce scale to the class. Have students read the numbers on the scale. Along with the class, count through the weight amounts from 0 to 1 lb., and 1 lb. to 2 lbs. Count by half lbs., then quarter lbs. Count by ounces. Ask students to demonstrate how to weigh things (e.g. fruit, books, bottles).

c Sorting by Weight. Students sort items by weight.

- Have students weigh and sort one 8-oz. bag of beans into four 2-oz. bags of beans, sort one 16-oz. bag of beans into four 4-oz. bags and sort one 24-oz. bag of beans into three 8-oz. bags. (You may want to do this in three groups, each with a different amount of beans.) Ask them to label each bag according to its weight.
- Next, have each student record and classify the bags on paper:

weight	# of bags	total weight
2 ounces	4	8 ounces
4 ounces	4	16 ounces
8 ounces	3	24 ounces
total	11	48 ounces

d Weighing People. Students estimate people's weight and place them in order from lightest to heaviest.

- Ask half the students to stand in order of weight from lightest to heaviest. Instruct the other students to correct any mistakes in the order.
- Have some students guess the weight of each standing student. After recording the guesses on the blackboard, ask each standing student to stand on the scale. Ask other students to determine the weight of each.
- Write the weights on the blackboard and compare with the original guesses. Have the students rearrange themselves in the correct order of weight.

3 Volume

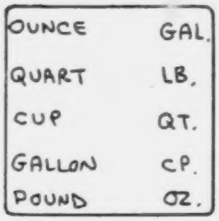
Liquid Measurement. Students measure liquid amounts using the U.S. standard system.

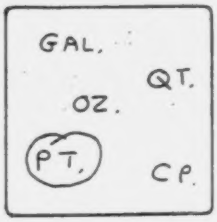
- Place a 2-3 gallon bucket on the floor, containing 2-2½ gallons of water. Set two gallon-size, two quart-size, two pint-size containers and four measuring cups on a table. Show one measuring cup and ask how many cups of water equal one pint. Allow some students to measure the amount by taking cups of water from the bucket and putting them into the pint containers. Continue with quart and gallon containers.
- Vary this by presenting the words and abbreviations for liquid measurement. Have two groups figure out the correct equations. The groups then write the equations on the blackboard. (e.g. 1 pint = 2 cups, 4 quarts = 1 gallon).

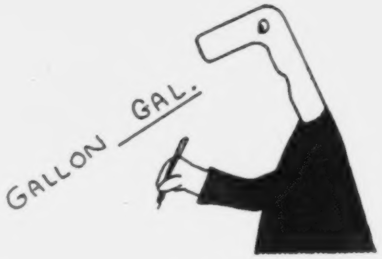
4 Abbreviations and Conversion

a Reading and Writing Abbreviations. Students match abbreviations to the corresponding words, and write them correctly.

- Show flashcards with abbreviations. (This can be a review if you presented the abbreviations previously with each corresponding activity.) Repeat the complete word after showing the abbreviation.
- Prepare one set of cards with abbreviations and another with words. Distribute the cards. Ask students to find their "match" and stand together. Each pair then reports its matching word and abbreviation to the class.
- Have students complete worksheets on which they match abbreviations to words, circle abbreviations given orally or write abbreviations next to words.







b Conversion. Students convert standard measurement to metric, and metric to standard.

- Place two scales on a table, one in standard and one in metric units of measurement.
- Ask some students to weigh objects using one system of measurement. Students guess what the weight would be in the other system. Have students measure the same object using the other system and compare the results and guesses.

41 Volume and Weight

- Have students complete a conversion worksheet with conversion tables attached (see Bits and Pieces).

A. 1. How many ounces in 1 cup? ____________.
2. How many cups in 1 pint? ____________.
3. How many pints in 1 quart? ____________.
4. How many cups in ½ gallon? ____________.

B. 1. 1 ounce = ______ grams
2. 1 quart = _______liters

C. 1. Which jar has more water?

Blue jar 3 cups	Red Jar 1 liter

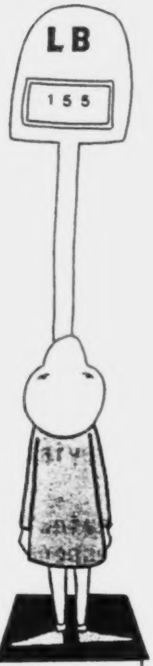
2. Which bottle has more cola?

Yellow Bottle 40 ounces	Green Bottle 1½ liters

D. 1. How many ounces in 1 pound? ____________
2. How many ounces in 3½ pounds? ____________

E. 1. 1 pound = ________kilograms

F. 1. Which is heavier? ☐ 160 pounds ☐ 77 kilograms
2. Which is heavier? ☐ 6½ pounds ☐ 2.9 kilograms



5 Assessment

Station-to-Station. Students weigh and measure people and objects to specific units and record the measurements using abbreviations.

- Conduct a Station-to-Station activity (see Techniques).
- In one corner of the room put measuring cups, two big bowls of water and an empty bowl. In the other corners, put a produce scale and some fruit or vegetables and a bathroom scale.
- Distribute a blank card to each student. Ask students to choose a partner, go to each station and complete the tasks. (You and the classroom aide can monitor the stations.)
- Tasks:

Station A	Station B	Station C
measure liquid amounts	measure object's weight (to nearest ½ oz.)	measure partner's weight

- Have students record the results on the cards using abbreviations. They read them to the class at the end of the lesson.
- Vary this by involving several classes and teachers, and setting up different stations in the different classrooms.

Notes

Preparation

Many materials are required for this lesson. Be sure to order, make or organize them in advance.

Language

It is considered impolite to ask people how much they weigh.

Advanced Vocabulary. lightest, heaviest, weight, teaspoon, tablespoon, measuring cup.

Advanced Structure. Which is the heaviest?

Variations

Play Concentration (see Techniques) matching approximate metric and standard equivalents or the terminology used to measure specific things (e.g. 2.2 kilograms/1 pound or liter/gallon).

Include teaspoons and tablespoons in the "Liquid Measurement" activity.

As an assessment, have students read and follow a recipe to make a drink. (Powdered drink mixes are available at supermarkets.)

See Lesson 38, "Geography and Weather," for activities and information about temperature.

Concerns

This lesson builds upon many skills. It may take a long time for some students to master them.

Students should be able to count and use fractions before working with weights and measures.

41 Volume and Weight

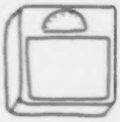
Bits and Pieces

1 *In the U.S., people use a standard system of measurement that is different from the metric system.*

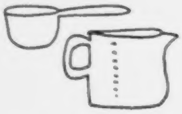
2 *Accuracy and consistency are important aspects of proper measurement.*

3 *Some Measurement Tools:*

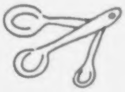
scales



measuring cups

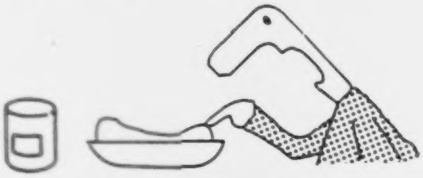


measuring spoons

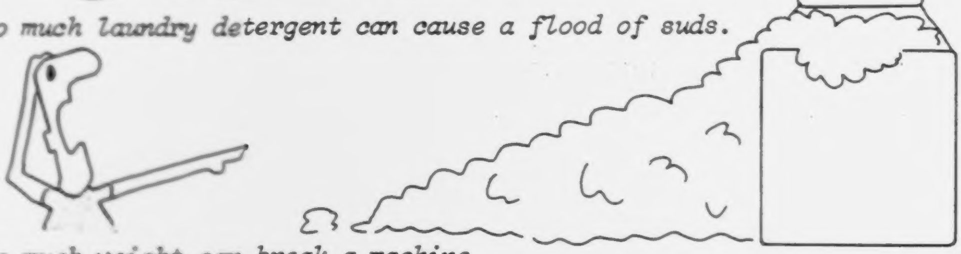


4 *Results:*

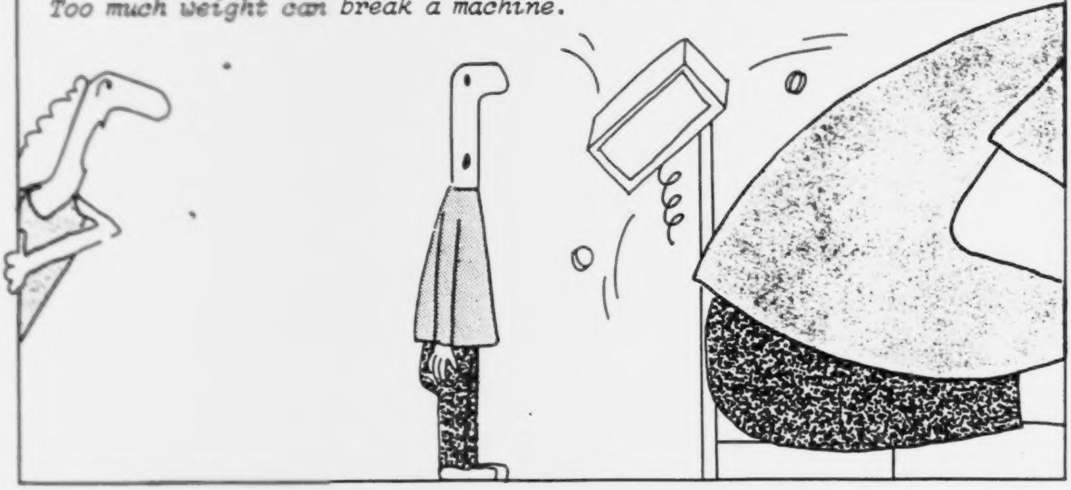
Too little baking powder can ruin a cake.



Too much laundry detergent can cause a flood of suds.



Too much weight can break a machine.



5 U.S. Standard System

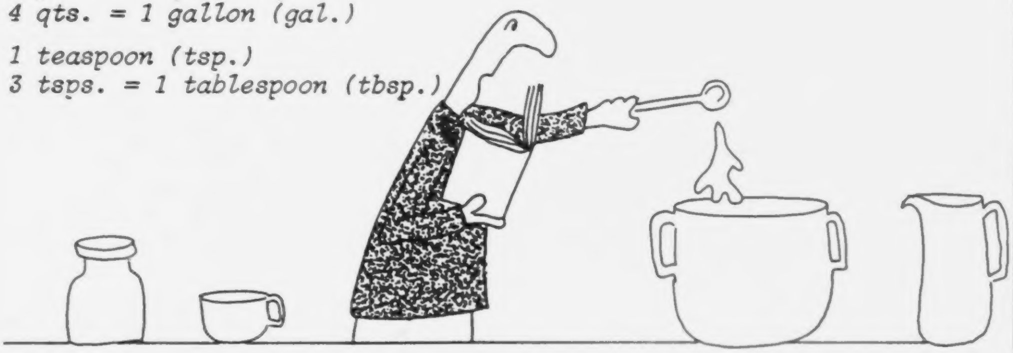
Volume

1 ounce (oz.)
8 oz. = 1 cup (cp.)
2 cps. = 1 pint (pt.)
2 pts. = 1 quart (qt.)
4 qts. = 1 gallon (gal.)

1 teaspoon (tsp.)
3 tsps. = 1 tablespoon (tbsp.)

Weight

1 ounce (oz.)
16 oz. = 1 pound (lb.)
2,000 lbs. = 1 ton



6 Conversion

Volume

METRIC - U.S.

1 gram = .035 oz.
1 milliliter = .203 tsp.
1 milliliter = .067 tbsp.
1 liter = 4.23 cps.
1 liter = 2.1 pts.

U.S. - METRIC

1 tsp. = 5 milliliters
1 tbsp. = 15 milliliters
1 cp. = about (.24) ¼ liter
1 oz. = 30 grams (28.57)
1 pt. = .4732 liters
1 qt. = .9463 liters
1 gallon = 3.785 liters

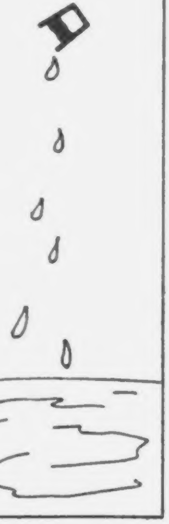
Weight

METRIC - U.S.

1 gram = .035 oz.
1 kilogram = 2.2 lbs.

U.S. - METRIC

1 lb. = 454 grams
1 lb. = .45 kilograms



41 Volume and Weight

Planning

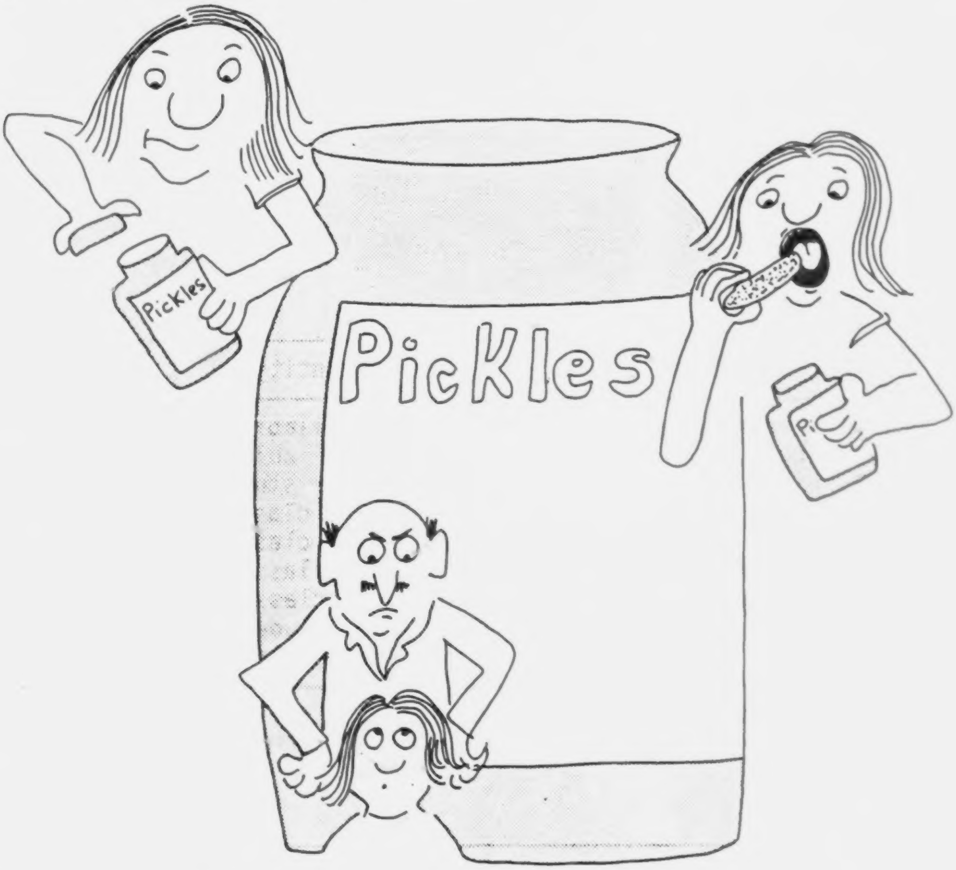
SHE'LL NEVER MEASURE UP

Lesson 42

Shopping Overview

"Please don't taste the fruit before you buy it!"

Being familiar with customary shopping etiquette can help a person feel more confident and comfortable when going out to buy something. In this lesson, students recognize differences between their traditional system of buying and selling and the U.S. system, and learn where to buy what they need in their new land.



Objectives The students will be able:

- to identify differences between buying and selling attitudes and behavior in their native country and in the U.S.
- to demonstrate how to buy items using cash.
- to use a receipt correctly to return or exchange items.
- to identify different kinds of stores in the U.S. and what one might buy in each.

42 Shopping Overview

Rationale

Immediately or soon after arrival, refugees need to be able to buy food, clothing and various household furnishings and supplies on their own. Buying and selling attitudes and behavior may differ greatly between those in their traditional system and those in the U.S. By being able to take care of their own basic shopping needs, refugees can begin to help themselves become independent as soon as possible.

Skills

observing
numeracy: reading
numeracy: computing
literacy: reading

Materials

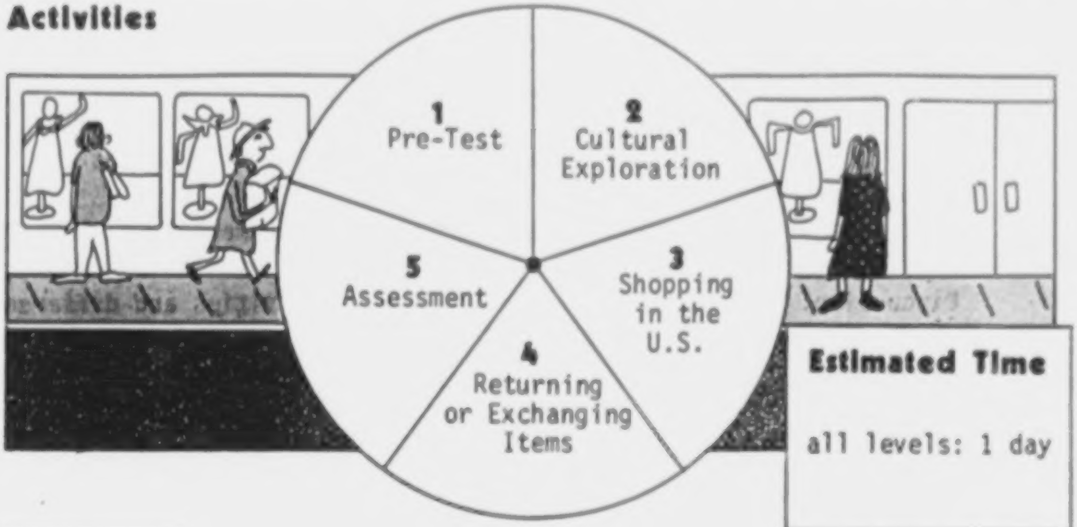
Item	Quantity	Activity
fruit, vegetables	as available	2,3a,4a,4b
clothing	as available	2,3b,4a,4b
U.S. bills	$20 per student	3a,3b,4a,4b
U.S. coins	$5 per class	3a,3b,4a,4b
receipt*	10 per class	3a,3b,4a,4b
poster: inside a store*	1 per class	3c
chart: places to shop*	1 per class	3d
worksheet: where to buy what*	1 per student	4a
calculator	2 per class	4b

* preparation needed before class

Language

	Vocabulary	Literacy
Do you have _____? I want some _____. a ________. How much is it? How much are they? The _____ isn't good. The _____ doesn't fit.	shirt skirt dress pants receipt tax fruit	(numbers) PUSH PULL OPEN CLOSED (time)

Activities



Estimated Time

all levels: 1 day

1 Pre-Test

Questions. Students answer questions and describe their experiences with buying and selling.

- Ask a series of questions about the students' homeland:
  * What did you do to obtain goods and services that you needed? For example, if you needed rice seed or baby pigs or a bicycle or a radio, where did you go to get them?
  * Did you ever trade or barter? What did you trade and what did you get in return? How did you determine what would be a fair exchange?
  * Did you ever sell your crops or handiwork or your labor for cash? To whom did you sell it? How did you determine the price? What did you do with the money?
  * When you purchased things from a store in a town or city, did you bargain for the price?
  * Did you ever take things to the market to sell? What? Did you set a fixed price or did you bargain? How did you decide on the price?
  * What have you heard about shopping in the U.S.? (Students may refer to letters from relatives, movies, magazines, etc.)

2 Cultural Exploration

Role Plays. Students demonstrate buying and selling methods in their native country and in the refugee camp.

- Have a few of the students present a Role Play using props you have prepared and brought to class.

Setting:	A market in the students' native country, with fruits and vegetables, cloth and clothing.
Characters:	Buyer and seller.
Action:	Buyer purchases fruit or vegetables and some clothing from seller, perhaps tasting food first, if appropriate.
Discussion:	Interaction between buyer and seller; attitudes of each; bargaining vs. fixed prices.

- Repeat this Role Play, changing the setting to a market in the refugee camp.

Discussion: Same as above. Discuss the similarities and differences between shopping methods in the native country and in the camp.

3 Shopping in the U.S.

a Role Play: Shopping for Food. Students identify similarities and differences between shopping attitudes and behavior in their native country or refugee camp and in the U.S. that will affect them when they go shopping in the U.S.

- Present a Role Play (see Techniques) with the aide, another teacher or a guest.

Setting:	A U.S. supermarket with fruits and vegetables marked with prices.
Characters:	Cashier and customer (teacher and aide).
Action:	Customer buys fruit or vegetables, pays extra (because of tax) and collects a receipt. Cashier puts purchases in a bag.
Discussion:	Interaction between buyer and seller; attitudes of each, bargaining vs. fixed price; similarities and differences between shopping in the native country or in the camp and shopping in the U.S.

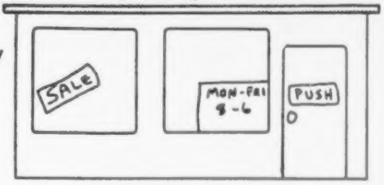
b Role Play: Shopping for Clothing. Students identify similarities and differences between shopping attitudes and behavior in their native country and in the U.S. that will affect them when they go shopping after arrival.

- Present a Role Play (see Techniques) with the aide, another teacher or a guest.

Setting:	A U.S. department store with clothing marked with sizes and prices.
Characters:	Salesclerk and customer (teacher and aide).
Action:	Customer picks out an article of clothing. Salesclerk directs customer to fitting room where he/she tries it on. Customer pays for item with cash, including tax, and collects a receipt.
Discussion:	Interaction between buyer and seller; fitting room; tax; similarities and differences between shopping systems.

c Etiquette. Students identify customary etiquette in U.S. stores.

- Show a poster of the inside of a food or clothing store (see Appendix). Have students identify customers and sales people and what they are doing. Elicit from the students the behavior displayed in the picture (e.g. standing in an orderly line; paying with cash, check or credit card; no bartering; collecting a receipt).
- Briefly explain the various systems of payment (e.g. cash, personal check, credit card, installment plan, lay-away.)
- Show a picture of the outside of that same store. What information can they get from the front of the building? What are the store hours? Should you push or pull the door to open it? Etc.



d Places to Shop. Students list common types of stores and typical items to be purchased.

- Present a chart. Along with the students, place a "U" in a column to show the types of stores that usually carry each item. Place an "S" in a column to show the stores that sometimes carry that item. The following is an example of a completed chart:

	Pharmacy	Super-market	Appliance Store	Department Store	Garage/ Yard Sale
towels/sheets				U	
books & magazines		U		U	S
clothing		S		U	S
cosmetics	U	S		U	
diapers	U	U			
pots, pans, plates		U		U	S
medicine (prescription)	U				
electrical appliances (rice cookers)		S	U	U	S
food		U			
furniture				U	S

4 Returning or Exchanging Items

a Role Play. Students practice returning or exchanging items.

- Present a Role Play (see Techniques) with the aide, another teacher or a guest.

  Setting: A U.S. food, clothing or appliance store.
  Characters: Customer and cashier or salesclerk (aide and teacher)
  Action: Customer returns a broken appliance or a spoiled food item, explaining the problem to the salesclerk. Salesclerk asks for the receipt, checks it and offers either a refund or an exchange.
  Discussion: Contents and purpose of a receipt.

- Allow students to practice other scenes as customers and salesclerks.

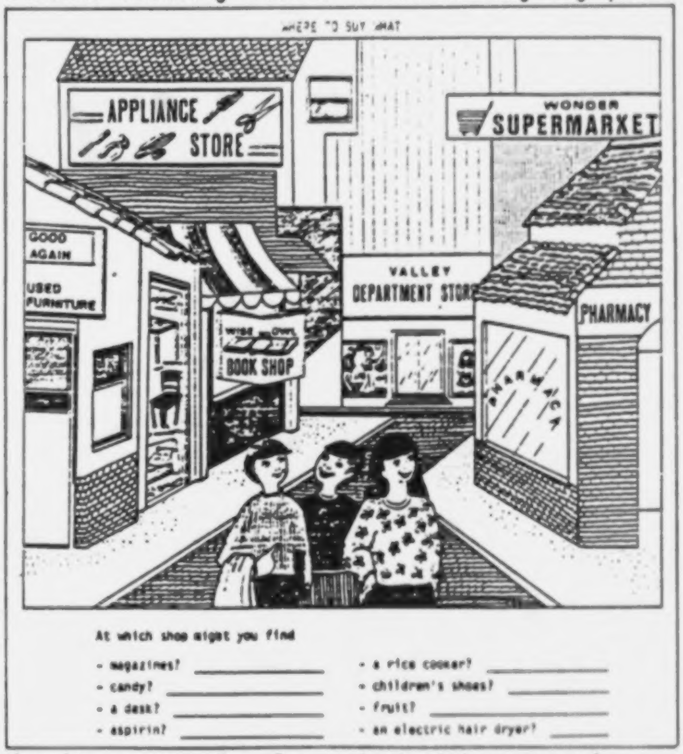
5 Assessment

a "Where to Buy What." Students identify stores in which they may purchase specific items.

- Have students complete worksheets by writing the name of the shop in which they would find each listed item.
- Review the worksheets as a class. Remember, some items can be found in more than one type of store.

b Mini-Simulation. Students practice buying items in an American-style shop.

- Arrange the classroom to include one or two tables with items to be purchased and two calculators, paper for receipts and shopping bags. (Be sure the items are clearly marked with prices.)
- Distribute $20 to each student. Students then "enter" the store, choose and purchase items. Students should follow proper etiquette (e.g. stand in line) and count their change.
- The teacher and aide can be the cashiers who add up the purchases, write the receipts and give change.



At which shop might you find

- magazines? ____________
- candy? ____________
- a desk? ____________
- aspirin? ____________
- a rice cooker? ____________
- children's shoes? ____________
- fruit? ____________
- an electric hair dryer? ____________

Notes

Preparation

Rehearse all the role plays with the classroom aide before class.

Gather fruits and vegetables (real or plastic) and articles of clothing and label some of them with prices for the U.S. store role plays and simulation.

Language

Advanced Vocabulary. exchange, refund, charge, credit card.

Advanced Structures. Cash or charge? Can I have a receipt? I want to return (exchange) this. Can you give me a refund?

Variations

Activities in Lesson 43, "Shopping for Food," and Lesson 44, "Shopping for Clothing," build on the activities in this lesson.

Show slides or a videotape of people shopping in a variety of stores in the U.S.

Appendix

poster: inside a store, page 428

Concerns

Refugees may note the seemingly "impersonal" nature of shopping in the U.S. and feel uneasy about it. Remind the students that while most customer/salesperson contact is brief and businesslike, it is also often cordial.

42 Shopping Overview

Bits and Pieces

1 Payment: There is no bargaining in stores; prices are fixed. Sometimes, people bargain at roadside stands or at garage sales and flea markets.

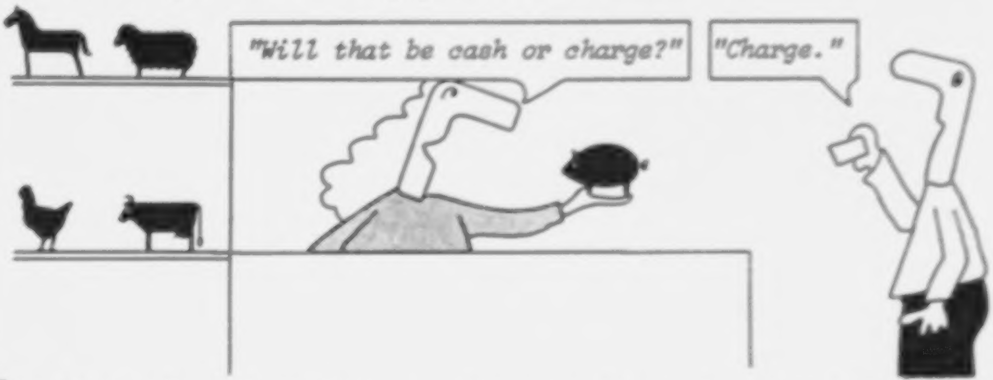
In stores, people stand in an orderly line and wait their turn to pay the cashier. People buying only 1 or 2 items don't go to the head of the line.

People can pay for things in a store with cash, a personal check and sometimes a credit card. For large purchases, people may be able to pay in installments, meaning one deposit followed by monthly payments. In some food stores, food stamps are accepted.

2 Tax: In addition to the total purchase amount, customers in most states must pay a sales tax. Sales tax, on the average, is 2-6% of the purchase amount. The money goes to the state government.

3 Change: It is very important for people to count their change correctly after making a purchase and before leaving the store.

4 A person needs a receipt (a proof of purchase) to return something to a store for a refund or exchange. The customer should receive a sales receipt at the time payment is made.


"Will that be cash or charge?"
"Charge."

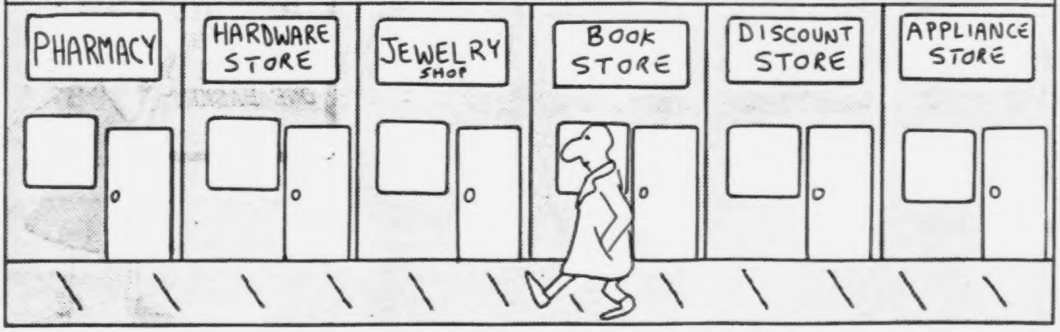
5 Credit Card: "Charge" means using a credit card. A credit card is a plastic card with a person's name and special card number printed on it. It can be used instead of cash in many stores. The customer presents the card to the cashier and signs his or her name on a special receipt.

The credit card company (which issues a major credit card) or the store (which issues a store card) will send a bill to the customer for the purchase amount. Payment is then made in the mail using a check or money order.

It is difficult to obtain a credit card. A person has to prove (by bank account or income or credit history) that he or she is able to make payments on purchases.

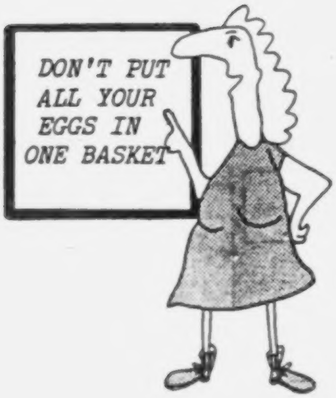
6 Places to Shop:

1. Department Store: Large store which sells a variety of non-food items. Usually advertises in newspapers and often has sales. It's usually in a large building with more than one floor. May have a bargain basement department which sells damaged or imperfect clothing for a cheaper price.
2. Supermarket: Large store which sells food and household items. Foods are arranged in certain groupings. A wide variety of food items are usually available.
3. Pharmacy: Prescription and non-prescription medicines are available here. Sells personal health care and hygiene items...sometimes candy, cigarettes, magazines, etc.
4. Appliance Store: Shop selling electrical and other household appliances (e.g. refrigerators, rice cookers, washing machines).
5. Hardware Store: Shop selling tools and some construction and electrical materials.
6. Jeweler: Jewelry shop that sells watches and jewelry (silver and gold, real or imitation).
7. Bookstore: Shop that sells books and magazines, and sometimes sells cards and stationery.
8. Discount Store: Similar to a department store, but less expensive. Usually sells non-brandname clothing.
9. Garage/Yard Sale: A sale at the home of people who are moving or who have extra clothing or household items. Usually the cheapest prices available. Bargaining is often acceptable. Garage sales are advertised in newspapers or on signs posted in the neighborhood.
10. Catalog (mail order): Listings of various consumer items including a picture and information about each item (e.g. sizes, colors, material, catalog number). Consumers fill out an order form and mail it along with a check or money order.
11. Telephone Sales: Offers made by telephone from a particular business. There may be hidden facts. It's important to understand all terms before an agreement is made.



Shopping Overview

Planning

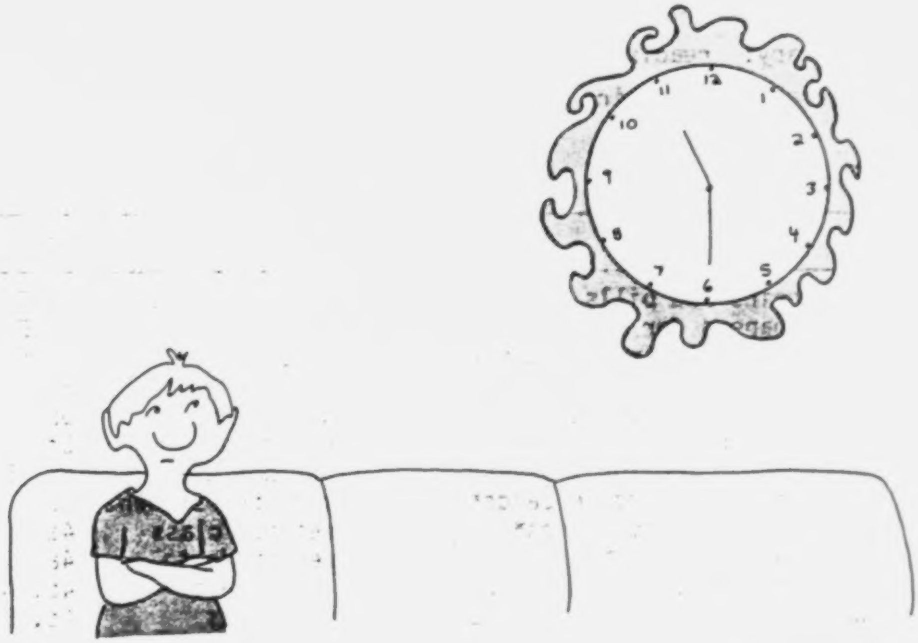

DON'T PUT
ALL YOUR
EGGS IN
ONE BASKET

Lesson 43

Shopping for Food

"It's 11:30 p.m. and I'm hungry. Where can I buy a snack?"

Taking care of their food needs is one of the first things refugees will have to do. In this lesson, students identify different types of food stores and demonstrate how to shop for food following customary American procedures.



Objectives The students will be able:

- to name places to buy food.
- to describe or demonstrate at least one circumstance for buying items at each of the places identified.
- to demonstrate how to shop in stores which use fixed prices, issue receipts and require sales tax.
- to demonstrate how to return or exchange items.
- to define the word SALE as in reduced prices.

BEST COPY AVAILABLE

43 Shopping for Food

Rationale

Food is available in a variety of types of stores in the U.S. Newcomers may not be aware that many foods found in Asia, Africa and Latin America can also be bought in the U.S. Once they find the foods they want (whether familiar or new), they need to know the appropriate etiquette involved in shopping for food in the U.S. Being able to find and purchase foods they like helps people feel more secure after arrival.

Skills

observing

numeracy: reading

numeracy: computing

identifying problems

solving problems

Materials

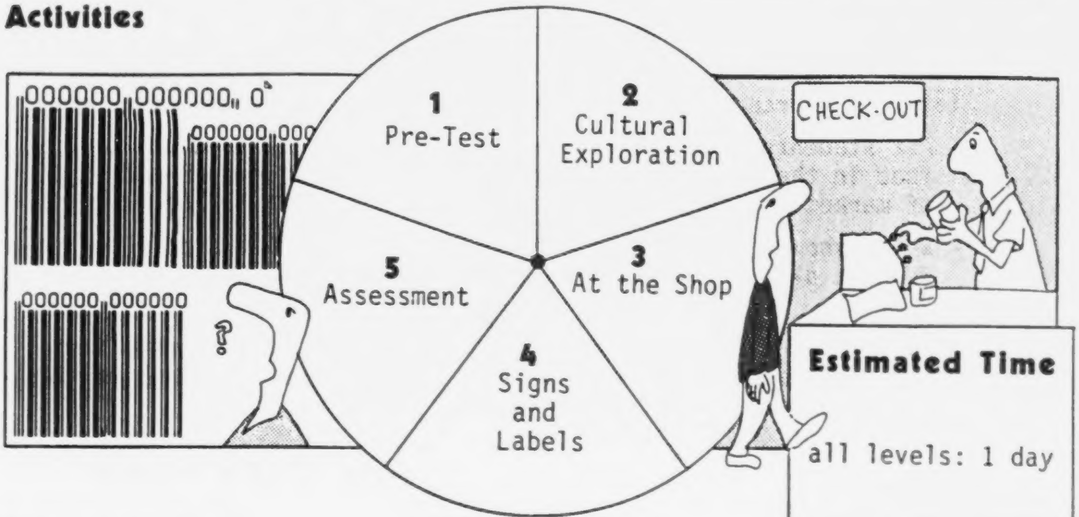
Item	Quantity	Activity
U.S. coins and bills	$25 per student	1, 5
small papers for receipts	30 per class	1, 5
plastic fruits and vegetables	as available	1, 5
pictures of food stores*	1 set per class	3a
shopping etiquette story*	1 per class	3b
poster: in a supermarket	1 per class	3c
supermarket section signs*	1 set per class	3c, 5
item name and picture cards*	1 card per student	3c
Concentration game cards*	1 set per class	4a
worksheet: prices*	1 per student	4a
food product cans, boxes, bottles	10 per class	4b, 4c, 5
non-food product cans, boxes, bottles	5 per class	4c, 5

* preparation needed before class

Language

	Vocabulary			Literacy
Where is the meat? On aisle 2b. In the produce section. How much is it?	food supermarket store shop market aisle cart	dozen each sale discount open closed	meat diary produce frozen foods (names of fruits and vegetables)	$ ¢ . doz. ea. lb. (numbers) SALE

Activities



Estimated Time

all levels: 1 day

1 Pre-Test

Role Play. Students demonstrate how to shop in an American-style market according to American customs.

- Set up a "mini-market" Role Play (see Techniques) with some fruits, vegetables and canned goods, all labeled with prices. Distribute $10 to each of three students. Ask them to shop at the U.S. "market," using the money.
- Have the classroom aide be the cashier.
- After the role play, ask specific questions regarding food shops in the U.S.:
  - * Do clerks take care of customers or do customers take care of themselves?
  - * Would a clerk/cashier ever take care of more than one customer at a time?
  - * Does each item in a store have a fixed price?
  - * Would a salesperson or store owner be likely to know most of the customers?
  - * Do people grow most of their own food?
  - * Can food be returned if it is not fresh?
  - * Is shoplifting (stealing) a problem in U.S. stores?

2 Cultural Exploration

Questions. Students determine differences in customary systems of shopping for food in their native country and in the U.S.

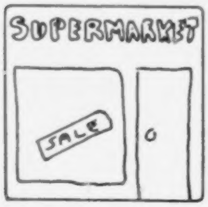
- Ask the same questions used in Activity 1, "Pre-Test," focusing on markets in the students' native country.
- Have students compare the two sets of answers. Elicit from the students the differences that will affect the way they shop for food.

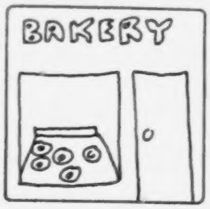
43 Shopping for Food

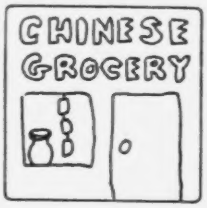
3 At the Shop

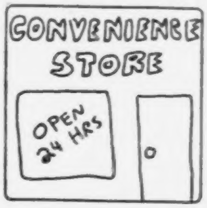
a Where to Go. Students name places to buy food and describe at least one circumstance for buying items at each of these places.

- Ask students to names places (types of stores) in which to buy food in the U.S. Assist them by showing pictures of each type of market or store.
- While showing each picture, explain what might typically be sold in each place, relative cost, etc.
- Have the class form five pairs or groups. Distribute one picture (of a place to buy food) to each group. Each group then creates a situation in which that group chooses to shop at the place in the picture.
- Have each group name the type of shop in the picture and explain the situation and reasons leading to the group's choice of that place to buy food.









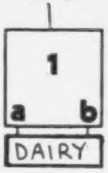
- Allow the other groups to ask questions and make comments about each group's reasons for buying food at each of the places identified.

b Shopping Etiquette. Students identify customary etiquette in U.S. stores.

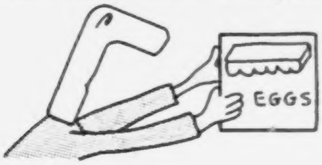
- Tell a story about a refugee who goes to a food store in the U.S., sees the meat wrapped in plastic and unwraps the plastic to check and compare the pieces of meat. A clerk or store manager speaks to her, then yells at her in English. She is upset and doesn't understand what he says to her.
- Ask students to retell the story and identify the conflicts and what caused the conflicts. Ask them how the conflicts could have been avoided, and how they can be resolved.
- Review other shopping etiquette points (e.g. seating small children in the cart, standing in line, not tasting food before it's purchased).

c Supermarket Sections. Students locate supermarket items by aisle and section.

- Show a poster of the inside of a supermarket (see Appendix). Explain the division of supermarkets into aisles and sections.
- Using the desks, benches or tables to mark off aisles labeled 1A, 1B, 2A, etc., set up the classroom as a supermarket. Label each aisle with a section name (e.g. dairy, produce, household products, frozen foods).



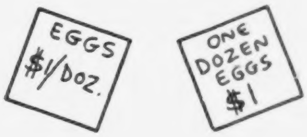
- Have the class form two teams. Distribute one card (labeled with the name and picture of an item) to one person on each team. Each must place the card in the proper supermarket section. Continue until everyone has taken a turn.

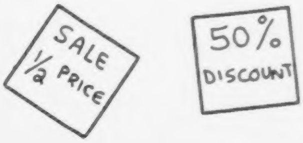


4 Signs and Labels

a Abbreviations and Pricing. Students read and explain pricing signs.

- Define the words "sale," "discount," "dozen" and "each." Show the corresponding abbreviations (e.g. doz. and ea.). Play Concentration (see Techniques) with cards that match two ways of stating the same price of an item.





- Distribute a worksheet (see Bits and Pieces) on which students read and write prices for specific food items. Have students complete and correct them as a class.

b Ingredients and Freshness. Students read and explain ingredients lists and expiration dates.

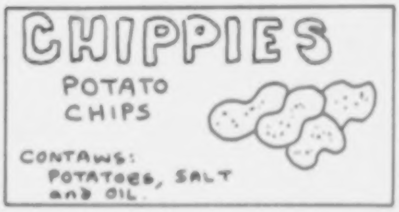
- Distribute some real food product containers (e.g. boxes, cans) to small groups. Ask each group to read aloud the ingredients in their products. For each product ask: This is made mostly from which ingredient? Is there more _____ or _____ in it? Explain that ingredients are listed in order of greatest amount.

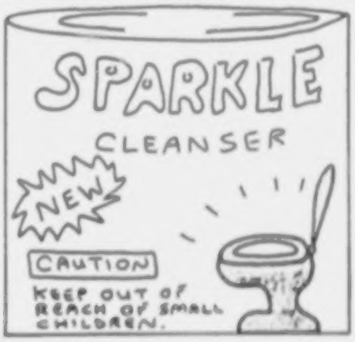
Allow them to walk around the room, reading the ingredients lists and decide which foods they would like to eat and which they wouldn't. Ask them to share their choices and reasons.

- Once they have selected some products they would like to try, ask them how they can tell if a product in a package is still fresh. Point out and explain the expiration date labeling.

c What Is It? Students demonstrate how to find information about product contents and use.

- Distribute real food and non-food product containers (e.g. boxes, bottles, cans) to small groups. Ask each group to describe everything they know about their products from looking at the container and the label. Have them place their products on one of two tables: food or non-food items.
- Review the importance of understanding product contents, purposes, directions and cautions.




SPARKLE
CLEANSER
NEW!
CAUTION
KEEP OUT OF REACH OF SMALL CHILDREN.

5 Assessment

Mini-simulation. Students demonstrate how to shop in stores which use fixed prices, issue receipts and require sales tax.

- Set up the classroom as a supermarket. Conduct a simulation (see Techniques). Label the aisles and sections and put prices on the items or on the shelf under them. Include food and non-food items.
- Have students write or draw shopping lists (with 5-7 items) beforehand. Distribute $25 to each student. Ask them to purchase the items on their list (if available), count their change and check their receipt.
- Show some students that their products are spoiled (expiration date passed). Ask them to return or exchange those items.
- Enlist the aide as a cashier or vary this by joining with other classes. Several teachers can be cashiers and others can check the change and receipts as students finish.

Notes

Preparation

Gather food and non-food items ahead of time. Select product containers that are labeled with ingredients and an expiration date. Choose some that have pictures on the labels.

Language

Cashiers and customers often use greetings and leave-takings with each other ("Hi, how ya doin' today?", "See you later.").

Advanced Vocabulary. a bottle of _____, a loaf of bread, a bag of _____, grains and cereals.

Advanced Structures. Do you have __________? Where can I find ____?

Variations

Present a slide show of U.S. supermarkets, specialty shops and restaurants.

See the "Restaurants" Optional Lesson for an alternative way of shopping and paying for food.

Coupons, advertisements and unit pricing are covered in Lesson 45, "Consumerism."

In Activity 3b, "Shopping Etiquette," use a picture story or present the incident as an open-ended story.

Appendix

poster: in a supermarket, page 429

Concerns

Students should be able to read money and weight and measurement amounts before starting this lesson.

43 Shopping for Food

Bits and Pieces

1 *Places to Shop*

A. *Grocery Stores: These are small stores usually found in neighborhoods of large cities. They stock all necessary items. Because they don't sell a lot of items, their prices are usually higher than other types of food stores. They don't advertise too widely --perhaps in a local newspaper only.*

B. *Convenience Stores: These are small stores found anywhere and around a city. They are often open 12-15 hours per day and some are open 24 hours/day. They are "convenient," therefore, because of their hours. Their prices are often higher than other food stores. They stock necessities: eggs, bread, beverages, etc.*

C. *Specialty Stores: These are small stores that deal with one type of food (e.g. butchers for meat/chicken or bakeries for bread). There are also special ethnic stores that sell Asian, Middle Eastern or other products. They might only be found where many people from that ethnic group live. They are expensive.*

D. *Cooperatives: Cooperatives (often called "co-ops") buy large quantities of food at low (wholesale) prices and sell them to members at a low price. A co-op doesn't try to make a profit. You must be a member but it is easy to join. They do not always have convenient hours but they are cheap places to shop.*

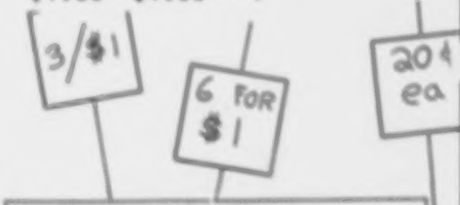
E. *Supermarkets: Supermakrets are where Americans do most of their shopping. In general, they are less expensive than grocery, convenience, or specialty stores, but more expensive than cooperatives. They sell practically everything. They advertise widely (sometimes nationally if they are a national supermarket) in newspapers and magazines and on the radio and television.*

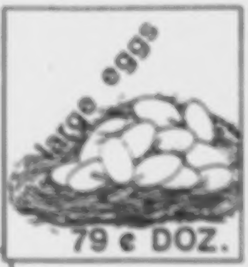
2 *Pricing*

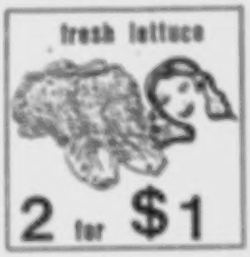
Store prices for items can be written in a variety of ways:

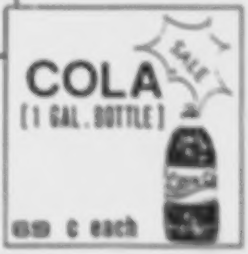
$ .79 = .79 = 79¢

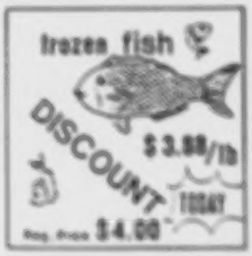
$1.50 =$1.50 = 1^{50}











1. How much are two bottles of Cola? ______
2. How much are 36 eggs? ______
3. One head of lettuce costs ______.
4. What is the regular price for the fish? ______

3 In the Supermarket

People place the items they wish to purchase in a cart or basket. Large carts are on wheels and can be pushed around the store. Baskets (usually plastic or metal) are carried.

After selecting all the items they want, customers go to the "check-out" counter, stand in line and pay for their groceries after the cashier has added the amount.

Products are organized on shelves by "category":

Dairy Section	(milk, eggs, butter, etc.)
Produce Section	(fresh fruits and vegetables)
Meat and Poultry	(chicken, beef, pork)
Bakery Goods	(breads, cakes, rolls)
Beverages	(canned or bottled soft drinks, juice, etc.)
Frozen Food	(ice cream, frozen vegetables, etc.)
Household Items	(cooking utensils, etc.)

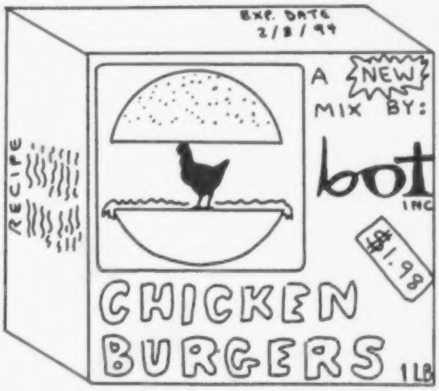
There are sections for laundry soap, toothpaste, magazines, light bulbs, etc.

4 Product Labels

It's important to be able to understand the information on a label in order to know what the product is and how to use, prepare and/or store it safely.

Labels may have:

- a picture of the product (to make it look attractive or to inform the buyer)
- a brand name
- weight and price of the item (sometimes with the unit price
- suggestions for use and storage
- expiration date (date after which it should not be bought or used)



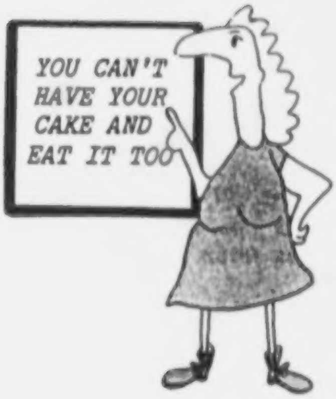
5 Etiquette

Young children should not be left unattended in a supermarket. They may tend to open containers and pull items off the shelves. It is not appropriate to taste foods or open packages before purchasing them. Small children should be seated in the seat provided in most shopping carts. Shopping carts can sometimes be taken to a customer's car where the customer unloads the bags of groceries into the car. At other stores, carts may not be taken off the sidewalk in front of the store. People walk from the front of the store to their cars (outside the supermarket). It is against the law to take a cart home with you. The cart belongs to the store.

NOODLES
SYRUP

Shopping for Food

Planning


YOU CAN'T
HAVE YOUR
CAKE AND
EAT IT TOO

Lesson 44

Shopping for Clothing

"What should I wear to the party?"

Knowing what is appropriate to wear for different occasions is an important part of fitting into a new society. One must also know where to find the clothing one needs. In this lesson, students will select appropriate clothing for various occasions, choose places to buy clothing and practice buying, returning and exchanging items.

Objectives The students will be able:

- to name different kinds of places to buy clothing.
- to demonstrate how to shop for clothing in a department store.
- to demonstrate how to exchange or return clothing items.
- to select appropriate clothing for different seasons and social situations.

44 Shopping for Clothing

Rationale

Most people in the U.S. buy ready-to-wear clothing, though many also sew some of their clothes. When people shop for ready-to-wear clothes, they consider the type of clothing they want and the type of store in which to find it. They also need to know how to purchase, return and/or exchange clothing items.

Skills

observing
weighing options
literacy: reading
numeracy: reading
numeracy: computing

Materials

Item	Quantity	Activity
real clothes (shirts, skirts, pants, etc.)	as available	1, 7
blank paper	1 per student	2
chart: types of stores*	1 per class	3
flashcards: store departments*	1 set per class	4a
flashcards: purchasing directions*	1 per student	4a
department store floor plan map*	1 per class	4b
department store alphabetical directory*	1 per class	4c
department store floor directory*	1 per class	4c
U.S. coins and bills	$100 per class	5, 7
paper (or shopping) bags	3 per class	5, 7
small, medium and large t-shirts	2 each per class	6a
magazine pictures: different outfits*	as available	6b

* preparation needed before class

Language

Do you have _____?
Where are the _____?

How much is it?
How much are they?

The _____ doesn't fit.

Vocabulary

shirt
skirt
dress
pants

receipt
tax

fitting room
dressing room

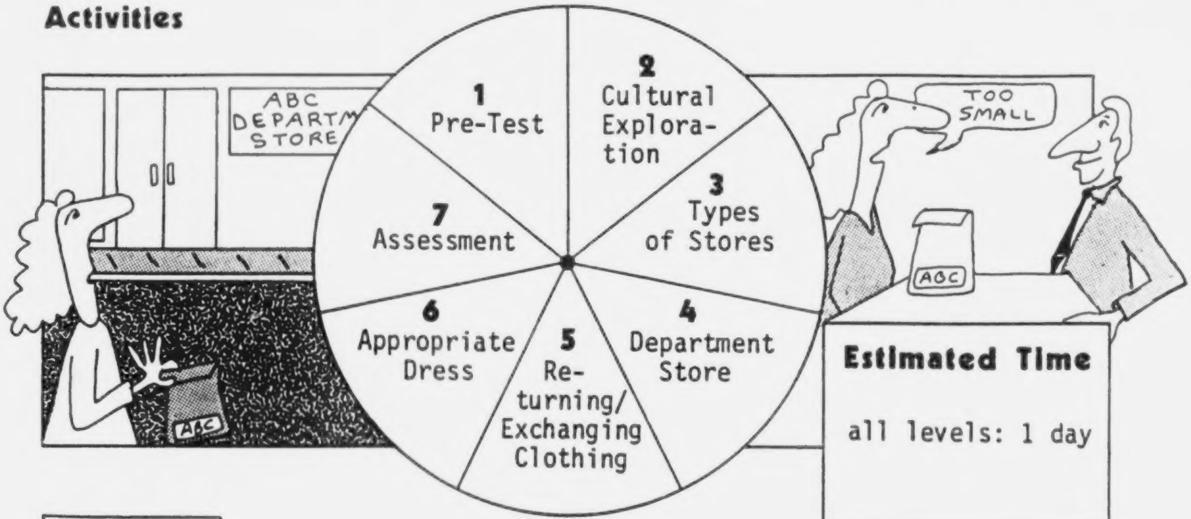
department store

Literacy

MEN'S
WOMEN'S
DEPARTMENT
BOY'S
GIRL'S
INFANT'S
FABRICS
SHOE(S)
SPORTING GOODS

(numbers)
(prices)

Activities


ABC DEPARTM STORE
1 Pre-Test
2 Cultural Exploration
3 Types of Stores
4 Department Store
5 Returning/Exchanging Clothing
6 Appropriate Dress
7 Assessment
TOO SMALL
ABC
ABC

Estimated Time

all levels: 1 day

1 Pre-Test

Modeling Clothes. Students match types of clothing to different social situations and name types of stores which sell the clothes, to demonstrate their knowledge of "what to wear when" and "where to buy what" in the U.S.

- Enter the classroom along with the aide, both dressed in "typical" American outfits (e.g. one dressed for very cold weather; the other dressed in a light, sporty outfit).
- Give students situations (e.g. a job interview, school, working in the garden) and have them match the situation to the appropriate outfit. Once they have have discussed the reasons for their choices, ask where (what type of store) they might find that kind of clothing.
- Change outfits (e.g. a jacket and tie or overalls) and repeat the process.
- Vary this by entering the classroom in an outfit and elicit from the students appropriate situations in which to wear it.

2 Cultural Exploration

Drawing. Students identify factors they consider when choosing what clothing to buy or wear in their native country or in the refugee camp.

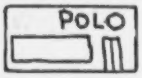
- Distribute blank paper to students. Ask them to draw a picture of an outfit they might wear on a typical day in their native country or in the camp. Ask them to show the pictures, explain why they wore that style of clothing and where they got it.
- Have students discuss the factors they consider when they buy clothing (or material) and choose what to wear each day.

44 Shopping for Clothing

3 Types of Stores

Chart. Students identify the differences among places to buy clothing.

- Refer to the previous discussion of what students considered when purchasing clothing in their native land or in the camp.
- Change the focus to the U.S. Elicit from the students additional factors they may have to consider, if any (e.g. the weather, cost, size)
- Post a chart listing or illustrating various kinds of clothing stores and descriptions of each. (See Bits and Pieces.)

Department Store		1. 2.
Second-Hand Clothing Shop		1. 2.

- Discuss the descriptions. Have students name or point out pictures of particular types of stores. Ask:

  * Where might you buy school clothes for your children? Why there?
  * Where could you find inexpensive earrings and bracelets?
  * Etc.

4 Department Store

a Department Store Sections. Students locate departments of a store in which to find specific items.

- Have students list categories of goods sold in a department store. Add any categories not listed by the students:

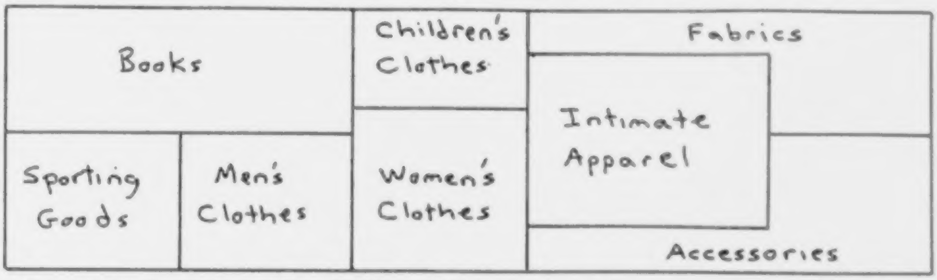
  Women's Clothes
  Men's Clothes
  Boys' Clothes
  Girls' Clothes
  Children's Shoes
  Toys
  Jewelry
  Fabrics
  Budget Store
  Accessories (belts, handbags, hats)
  Furniture
  Sporting Goods
  Books
  Lingerie/Intimate Apparel (women's underwear and nightgowns)

- Place large flashcards with the names or pictures of various departments in front of the classroom. Distribute small flashcards with directions about clothing items to be purchased. Students match a small card to a large card by walking to the correct department sign.

  Ex: Buy a pair of shoes for your 10-year-old son.
  Match with: CHILDREN'S SHOES

b Floor Directories. Students use a floor directory to find the location of the desired section of a store.

- Show a large floor plan of a department store.



Place flashcards with different department names around the room face down. Be sure that the position of the flashcards corresponds to the floor plan.

- Give two students cards with instructions to buy a certain item (see Activity 4a). The students look at the floor plan, find the desired department and go to that section of the room. Students then hold up the flashcard placed in that section. The other students decide if the players chose and found appropriate departments.

c Other store Directories. Students use store directories to locate floors where particular items are sold.

- Show students charts of different kinds of directories (e.g. alphabetically arranged, arranged by floor). Instruct students to buy a particular item of clothing. Students look at the directory and say the correct floor number.

5 Returning/Exchanging Clothing

a Role Play. Students practice returning and exchanging clothing.

- Begin by performing a Role Play (see Techniques) with the aide. After discussion, have students perform the role play again.

Setting:	Clothing store
Characters:	Salesclerk, Customer
Action:	Customer enters and finds a pair of pants. Salesclerk asks if customer wants to try them on. Customer is sure the pants will fit and says no. Customer pays and leaves. Two days later customer tries to return the pants because they are too big. Salesclerk says no because there is no receipt.

- Discuss the reasons why the salesclerk wouldn't take back the pants; the mistakes of the customer.
- Vary this by having a customer buy something "on sale" and then try to return or exchange it.

6 Appropriate Dress

a Size. Students identify their approximate t-shirt size.

- Ask some students to show how they determine whether something fits them. (Do they try it on? Hold it up? Measure it?)
- Discuss different sizing systems in the U.S. Explain the use of letters (S, M and L) and allow students to try on different sized t-shirts to determine their size.

b Different Occasions. Students match pictures of clothing to descriptions of specific situations or occasions.

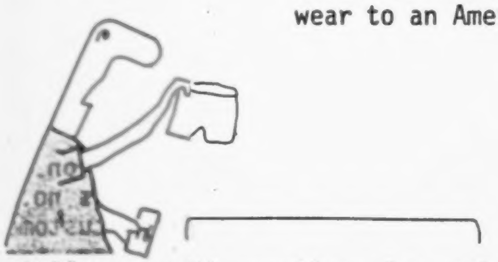
- Have the class form two groups. On each of two tables, place pictures (from magazines or catalogues) of people in several different outfits. Name a situation or an occasion (e.g. a job interview for factory work; a cold, rainy day). Have students choose a picture of the outfit that would be appropriate.
- Each group then defends its choice. As a class, decide which of the choices are more appropriate. Consider the possible consequences (e.g. health, social, job-related) of wearing inappropriate clothing.

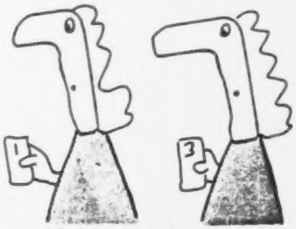
7 Assessment

Do-It-Yourself. Students demonstrate how to purchase, return or exchange clothing items.

- Place a variety of clothing items on a table.
- Have the class form three groups. Ask each group to choose a number from 1-3. For each number, assign a task. Allow the groups 5 minutes to prepare and 5 minutes to perform each task.

Possible Tasks:
- * purchase a bathing suit.
- * exchange a shirt.
- * select or draw pictures of clothing you might wear to an American friend's formal wedding.





- Follow-up with questions for each group from the other students.

Notes

Preparation

Pictures from magazines or catalogues should be mounted on poster board to keep them in good condition.

Be sure to bring in a sufficient variety of "real" clothes when students are choosing appropriate outfits.

Rehearse the role play with the classroom aide before class.

Language

Advanced Vocabulary. exchange, refund, department, fitting room.

Advanced Structures. Can I have a receipt? Where can I try this on? I want to return (exchange) this. Where is the (Women's Clothes) department?

Variations

As a Pre-Test, ask students to draw all the items of clothing necessary (or appropriate) for women and then to draw those necessary for men. Have students describe their drawings and explain their choices. Ask which articles of clothing would be appropriate to wear in the U.S. Which others might be necessary? When? Why?

Appendix

teacher information: appropriate clothing, page 430

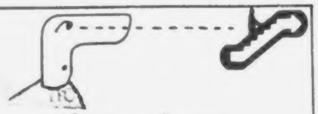
Concerns

With limited financial resources, many refugees may have limited choices about what clothing to wear. In most cases, the clothing they are wearing will be appropriate for many situations as is or with minor changes (e.g. tucking in a shirt, buttoning a shirt correctly, wearing hair clips instead of curlers).

44 Shopping for Clothing

Bits and Pieces

1 *Types of Stores:*



1. *Department Stores: Large stores which sell a wide variety of non-food and also some food items. Usually advertise in newspapers and often have sales. Are often large buildings with several floors. May have a bargain basement which sells clothing with slight damage for a cheaper price.*
2. *Specialty Stores: Stores which specialize in one kind of clothing: women's clothes, maternity clothes, shoes, etc. Usually more expensive than department stores.*
3. *Discount Stores: Similar to department stores, but they usually sell non-brand name clothing. Less expensive than department stores.*
4. *Second Hand/Thrift Stores: Stores that sell used clothing. Clothing is in usable condition, but may need to be cleaned before wearing. Clothing in these stores (e.g. Goodwill, Salvation Army) is much cheaper than in other kinds of stores.*
5. *Garage Sales/Rummage Sales: A sale at the home of people who are moving or who have unneeded clothing or household items. Usually the cheapest prices available. Bargaining is usually possible. Garage sales are often advertised in the newspaper or on signs posted in the neighborhood.*
6. *Tailors/Dressmakers: Custom-made clothing in America is very expensive. Most Americans buy ready-made clothes.*
7. *Shopping Malls: Indoor shopping centers with a variety of stores. Payment is made separately at each store before going to another shop.*

2 *Department stores and discount stores sell a variety of items. Items are arranged by categories in different sections/departments to make shopping easier. Each store will have a directory to help customers find items and save time. There are 3 major kinds of directories:*

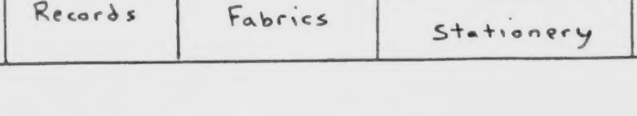
a. *Items are in alphabetical order with the floor number listed beside the item.*

Department	Floor
Accessories	3
Books	2
Fabrics	1
Men's Clothing	3

b. *Floor directory--each floor is listed along with what can be found on that floor.*

1st Floor	2ND Floor	3
Accessories	Boy's Clothes	M
Books	Girl's Clothes	R
Jewelry		S
Records		T
Tapes		W

c. *Floor plan--a map of the store with the names of items and departments where they can be found.*

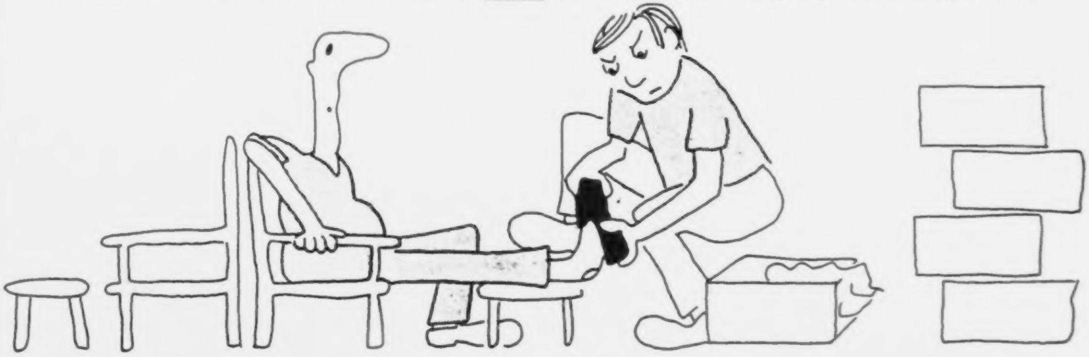


3 Before purchasing clothes, you should make sure you have the correct size the quality is good, the price is reasonable and you like the item.

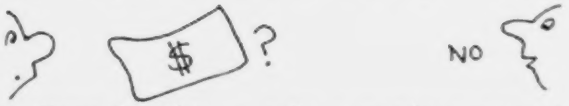
4 Dressing Rooms, Fitting Rooms: Most department stores have small rooms where you can try on clothing. Although you may know your correct size, different brands and styles of clothing may vary in fit. Also, some clothes will shrink after washing. Ask the salesclerk if the item will shrink. Sometimes a salesclerk will check the number of clothes you take in and out of a dressing room. This is to prevent shoplifting.

Not all clothing may be tried on (e.g. underpants). Any item wrapped in plastic usually cannot be opened. Bathing suits must be tried on top of underpants.

Shoe departments often only have samples of shoes for you to look at. You must ask the salesclerk for your size and he or she will bring you a pair of shoes to try. Socks must be worn when trying on shoes.



5 If you need to return an item you purchase, you must have the sales receipt. Most stores will exchange an item that is the wrong size or defective, if you have the receipt. Some stores will exchange items, but will not return your money.



6 Many stores have special sales. Items bought on sale sometimes cannot be exchanged or returned. The sale is final. Before buying an item on sale, ask if it can be exchanged. Also, be careful! Just because an item is on sale does not mean that it is a bargain. Many advertisements says "REDUCED 25%" But, the sale price may still be very expensive.

7 Fabric is sold by measurement. You can buy material and other sewing supplies at fabric stores and department stores in the "Fabric" or "Yardage" department. Tell the salesperson how much material you want. She or he will measure and cut it for you.

8 Commercial clothing patterns are sold with fabrics. These patterns are available in different sizes. The package shows how much material you need to buy for that pattern.

Shopping for Clothing

Planning

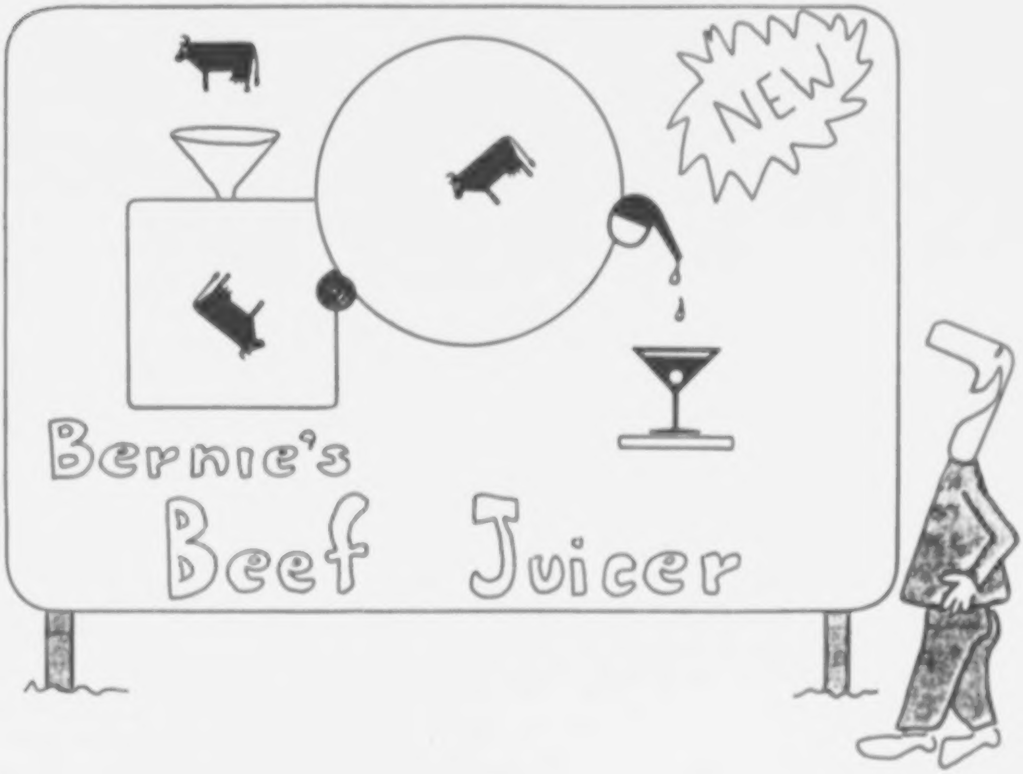
HE'S GOT SOMETHING UP HIS SLEEVE

Lesson 45

Consumerism

"Wow! That looks great! I think I'll buy one."

Newspaper, radio and television advertising (along with billboards, magazines, etc.) try to sell products. And, there is a wide variety of products available. This lesson introduces students to consumer advertising and to the idea of comparison shopping.



Objectives The students will be able:

- to explain the purpose of some "hidden messages" in specific advertisements.
- to calculate and compare unit prices.
- to define the word SALE as in reduced prices.
- to demonstrate or describe the use of coupons.
- to describe different types of advertisements.
- to identify various ways to save money while shopping.

45 Consumerism

Rationale

Along with the variety of items available in the U.S. and the frequency of advertising may come difficulties in making clear choices about what a person really needs to buy. By figuring out how to save money while shopping and how to understand the "messages" contained in advertisements, people begin to shop as "wisely" as possible.

Skills

observing
literacy: reading
clarifying information
clarifying attitudes
assessing needs
numeracy: computing

Materials

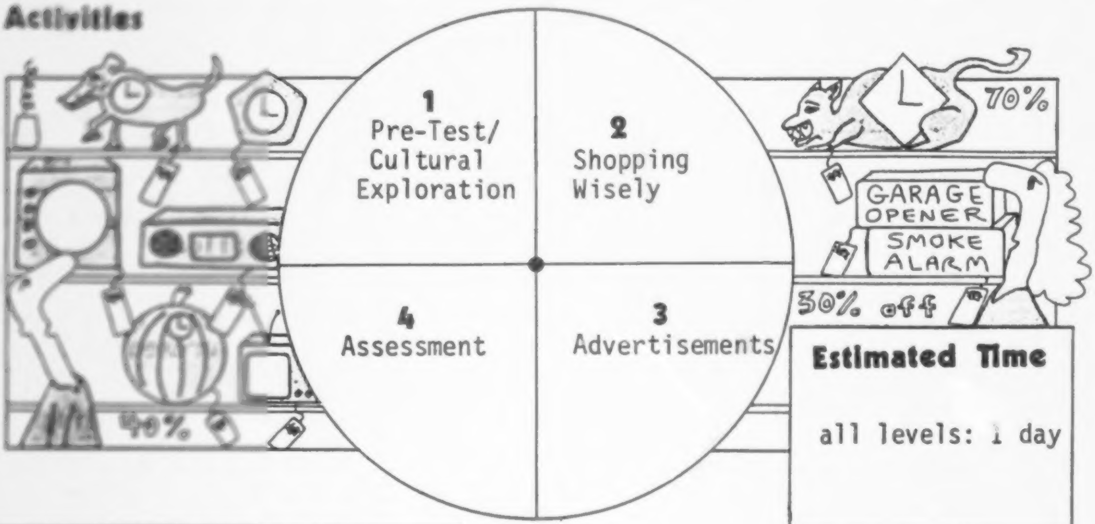
Item	Quantity	Activity
props: commercial drama	as needed	1a
flashcards: measurements*	12 per class	1b
picture: storefront*	1 per class	2a
newspaper advertisements	as available	2b, 4
poster: comparison shopping*	1 per class	2b
flashcards: item pictures*	6 per class	2b
worksheet: wise shopper*	2 per student	2c
real coupons	as available	2d
sample coupons and products*	3-4 per class	2d
magazines, newspapers	as available	3a
store catalogues	3-5 per class	4

* preparation needed before class

Language

	Vocabulary	Literacy
How much is it? That's cheap. It's on sale. What do you need? I need some ____.	price sale coupon cheap expensive (food items) (clothing items)	DOZEN (doz) POUND (lb) QUART (qt) EACH (ea) GALLON (gal) PINT (pt) SALE (names of foods) (names of clothing items) (prices)

Activities



Estimated Time

all levels: 1 day

1 Pre-Test/Cultural Exploration

a A Commercial. Students explain the purpose and "hidden messages" in a simulated television commercial.

- Explain that television programs (similar to videos you may have shown in class), are interrupted by consumer advertisements--commercials that sell products or sometimes "sell" ideas (e.g. it's bad to litter), and that you will now show the students a sample "TV commercial."
- Present a Drama (see Techniques) of an ad. A teenage boy and girl are on their way home from school. As soon as they speak closely, one notices the other's bad breath, turns to the audience and complains about the odor. That person, confused and hurt, goes home and tells a sister or brother. The relative suggests a new kind of toothpaste. The "rejected" teenager agrees to try it. The next scene is after school the following day. The one who used the new toothpaste now approaches the one who walked away the day before. They speak closely and walk home with their arms around each other.
- Have students retell the story step-by-step. Ask clarification questions. Why did he or she walk away? What did he or she think would happen after using the new toothpaste? Etc.
- Ask students to explain the purpose of this commercial.
  - * Would you like to try this toothpaste? Why or why not?
  - * Do you think this situation would happen in real life?
  - * What does the toothpaste company want you to believe about their product?
- Ask students how they decided which products to buy in their native country. Did someone try to convince them to buy a certain item? Who? How? Were there ever special discounts? How did they get the "best price?"

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b Units. Students review some weights and measures and calculate prices.

- Place the following words and abbreviations on flashcards.

pound	lb.	dozen	doz.	each	ea.
qt.	quart	pint	pt.	gallon	gal.

- Present each card, asking students to match the word and its corresponding abbreviation and to state the measurement aloud (e.g. "pound").

- Next, write sample price labels on the blackboard, including the weight of the items.

Beef 1½ lbs. $3.50	Apples 3 lbs. $1.20	Milk ½ gal. 90¢

Ask the students to calculate the unit price of each item.

Beef: How much per pound?
Apples: How much per pound?
Milk: How much per quart?

- Limit the amount of reading for lower-level classes by concentrating on only one or two measurement amounts.

2 Shopping Wisely

a Sales. Students define and explain the concept of a "sale."

- Show a picture of the front of a store with SALE signs in the window. Ask students to define the word "sale."

- Explain that almost anything can be "on sale" at times--food, clothing, appliances, records and tapes, books. How can people find out when something is on sale? (newspaper advertisements, going in stores.)

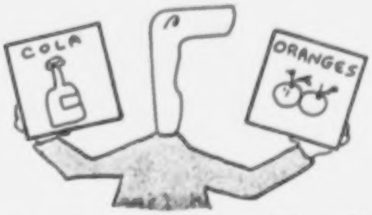
- Post a sample newspaper advertisement for food or clothing. Ask students to point to and name a sale item.

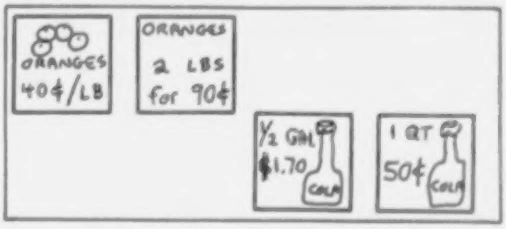
  * What is the sale price?
  * What was the original price?
  * What is the name of the store?
  * Is there is a special reason for this sale? What is it?

b Comparison Shopping I. Students calculate and compare unit prices.

- Present a large poster showing pictures of items for sale, the weight (or quantity) of the item and the price. Two of the same item, in two different weights or amounts, should be included.

- Have students form groups of two or three. Distribute one picture card to each group. Each card should match one of the items on the poster. Instruct the groups to locate the information about their item on the poster and decide which of the two sizes shown is most economical. Have each group share and defend its choice to the rest of the class.





c Comparison Shopping II. Students determine the "best buy" between items.

- Distribute the "Wise Shopper" worksheets (see Appendix) on which students compare prices at two stores. Instruct students to complete the worksheets. Correct them in a large group.

d Coupons. Students demonstrate and describe the appropriate use of coupons.

- Distribute sample coupons from newspapers or magazines (see Appendix). Explain the content, purpose and use of coupons.
- Ask individuals to clarify information about specific coupons.
    * What is the product name?
    * What kind of product is it?
    * How much is the coupon worth?
    * When does it expire?
- Set up a simple Role Play (see Techniques) in which students go to a store and purchase items using coupons.

3 Advertisements

a Many Kinds. Students describe different types of advertisements.

- Have the students form three groups. Distribute magazines and newspapers to each group. Instruct the groups to select 3 different advertisements. They must decide what is being advertised and what the company wants the consumer to believe about the product being advertised.
- Ask the groups to share their findings with each other. How are the advertisements similar to each other? How are they different?

b And Now... Students design their own commercial advertisements.

- Keeping the same groups as in the previous activity, instruct the students to create commercials that will sell a certain product to the rest of the class. (They can select an item in the classroom to advertise, or create their own product.)

- Give them 10-15 minutes to design their commercials. Encourage them to include information about the price--maybe a sale--and a comparison with other similar products. Ask them to perform the commercials for the class. Instruct the observers to determine what is being advertised.
    - * What does the product really do? What can you do with the product?
    - * What does the company want you to believe the product will do?
    - * Which product would you buy, if any? Why?

4 Assessment

Shopping Plan. Students assess their needs and find the "best buys" to meet those needs.

- Have the students form small groups according to the following categories. (Students who fit into more than one category choose only one.) Those families with:
    - * an adult man in the family
    - * an adult woman in the family
    - * a daughter (5-16 years old)
    - * a son (5-16 years old)
    - * a small baby

- In their groups, ask students to imagine that they will be arriving in the U.S. next week and that they will want to purchase the items they need. Distribute a department store catalogue or newspaper advertisements to each group. Also, distribute newsprint and markers. Allow them 10-15 minutes to look through the materials and decide what clothing they will need initially. (Each group focuses on a different family member.) Instruct them to list or draw their choices on the newsprint. Sample:

What clothes will the baby need?	How much will they cost?

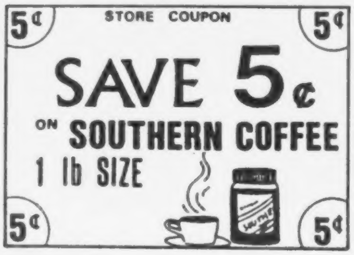
- Ask each group to explain what items are most important to have soon after arrival and why they chose certain items and not others (e.g. cost, sales, nice pictures).
- Vary this by asking some groups to select kitchen items or bathroom items instead of clothing.

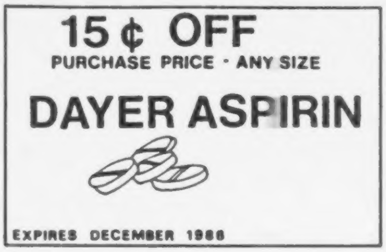
Notes

Preparation

Gather the most recent newspapers, magazines and catalogues that you can so that the prices are current and realistic.

For the Role Play in Activity 2d, "Coupons," prepare your own coupons on small cards ahead of time to match whatever product containers you have available. For example:





Language

Advanced Vocabulary. cheaper, cheapest, more expensive, most expensive, commercial, advertisement, consumer

Advanced Structures. Which one is cheapest? It's a bargain!

Variations

Show a video tape of U.S. television commercials. Have students identify and describe the products for sale and any "hidden messages" in the advertisements.

Appendix

worksheet: wise shopper, pages 409-410

Concerns

In this lesson, there are concepts that may seem complex to some students. Be sure to proceed slowly enough to allow students to feel successful in accomplishing a task. Some tasks (e.g. calculating unit prices, identifying items on a coupon) may require additional review and practice.

This lesson should be taught after the students are familiar with weights and measures and U.S. money.

45 Consumerism

Bits and Pieces

1 *A CONSUMER is a person who uses goods (things) or services for his or her own needs instead of producing those goods.*

2 *The U.S. is often referred to as a CONSUMER SOCIETY. People are constantly purchasing goods and services. And the producers (companies or individuals) often try to convince the public to use their particular item or service. Sometimes, people feel excited about buying a new product or trying a new service because they see (or hear) other people enjoying it in an advertisement, even if they don't really need it.*

3 *CONSUMERISM means the attempt to protect the consumer from bad products and false advertising. It also means the attempt to help the buyer get the most economical or appropriate item or service.*

4 *Unit Pricing*

Unit pricing helps the consumer determine the best (most economical) purchase. Unit pricing means that items are labeled with the total cost and the cost per "unit"--pound, ounce. Unit pricing is especially helpful to consumers as they figure out whether to buy a large or small quantity of an item. They can see the unit price on both the small container and the large container and compare the two.

Example: A one-pound bag of rice costs 50¢ at one store. Its unit price (or price per pound) is 50¢. At the same store, a five-pound bag of rice costs $2.10. Its unit price is 42¢ per pound This represents a difference of 8¢ a pound or 40¢ on a five-pound bag. If you save even 8¢ on several items, you could save a lot in a week or a month!

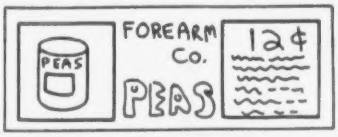
Rice
Rice
5 LBS

A label stating the total price and the unit price may be attached to the shelf under the item.

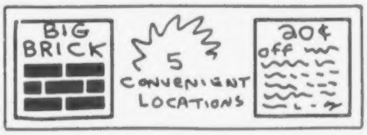
5 *Coupons*

Coupons are paper certificates entitling a person to a discount or a gift. Coupons are for specific items and specific amounts of money. They can not be redeemed for cash. Coupons are found in newspapers and magazines and can be cut or torn out and brought to the store. Sometimes, coupons are mailed to customer's homes as a form of advertising. They should be presented to the cashier before the cashier starts totaling the purchase price.

PRODUCT COUPON:

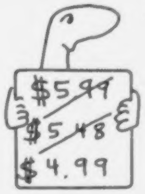


STORE COUPON:



6 *Shopping Wisely*

Wise shopping involves knowing how to "get the most for your money" and knowing how to purchase items that will be good (fresh, delicious). Checking the unit price of an item is one way to be sure to get the "best buy." Checking the expiration date can help you ensure that the product is still good. Another way to shop wisely is to shop during "sales."

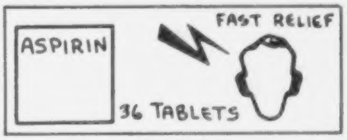


SALE: When a product is "on sale" it is being sold at a special reduced price. Sometimes, a store will have a sale on just one brand or one kind of item (e.g. ice cream). Other times, a store will have a general sale in celebration of the store's anniversary, or in celebration of springtime or holidays.

Sales are advertised in different ways. There may be advertisements in the newspaper to inform the public about a sale. There may be advertisements on the radio or television. There may also be signs posted in the store window or inside the store itself.

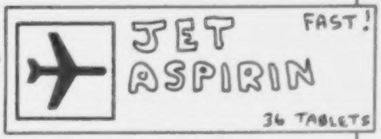
7 *Generic vs. Brand Names*

Generic products are those that are labeled as a category, not with a specific trademark or brand name.



Generic

Generic products are often cheaper than brand name items.



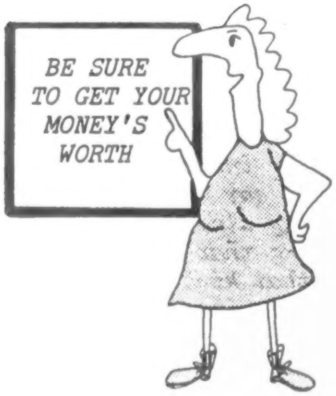
Brand Name

8 *Advertisements*

Companies advertise their products so that consumers are aware of what is available. Through pictures, demonstrations, explanations, songs--whatever they choose to use--companies hope to show the public how good their product is, and encourage people to use it.

Sometimes companies include "extra messages" in their advertisements. For instance, instead of just showing or explaining that one kind of car (for example) is fuel efficient and fast, the advertisement may also show many beautiful women attracted to the man who is driving that kind of car. The "hidden message" may be that if you drive that kind of car, beautiful people will be attracted to you, too. It's important for consumers to be aware of these "extra messages" so they can make reasonable and realistic decisions about what they need and want to buy or use.

Planning



BE SURE
TO GET YOUR
MONEY'S
WORTH

Lesson 46

Banking Services

"Do you need a savings or a checking account?"

The U.S. banking system in general, and the particular services available, may be extremely confusing to newcomers. In this lesson, students become familiar with some basic banking services and how to use them.

NEW ACCOUNTS

Objectives The students will be able:

- to demonstrate how to cash a paycheck.
- to identify parts of a paycheck.
- to describe what to do if a check is lost or stolen.
- to describe or demonstrate how to use basic banking services.

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46 Banking Services

Rationale

Once in the U.S., refugees will need to cash checks--whether from government programs or from employers--and to keep their money in a safe place. Banks provide both these basic services, along with many more conveniences. Because of confusion or fear about the banking system, many refugees keep their money at home or in their pockets which makes them vulnerable to robbery. It is to the refugees' advantage to recognize the positive aspects of using bank services in the U.S. and to learn how to use them.

Skills

literacy: reading and writing
clarifying information
clarifying attitudes
numeracy: reading and writing
identifying problems
weighing options
solving problems
numeracy: computing
sequencing steps

Materials

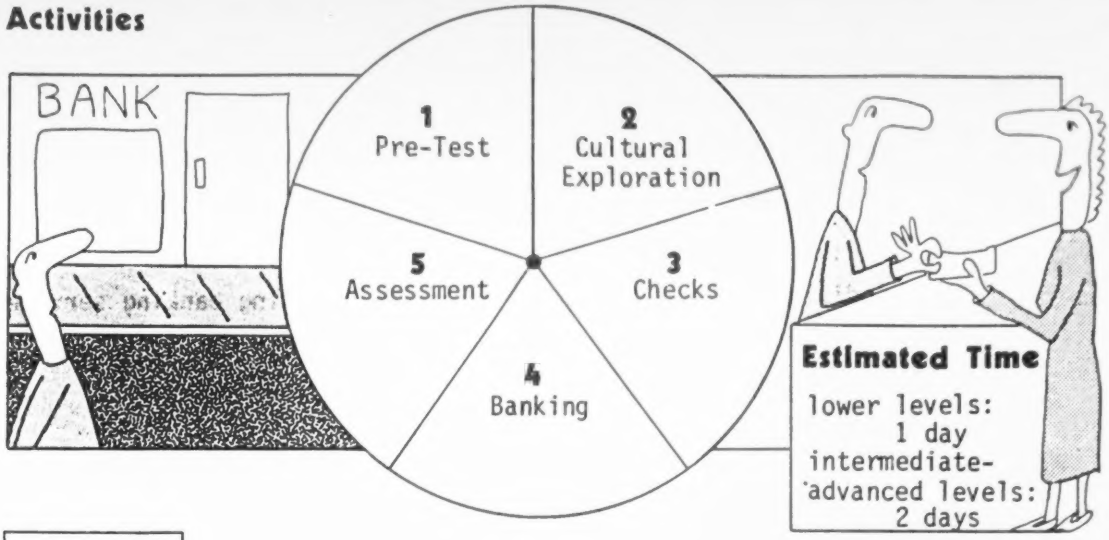
Item	Quantity	Activity
proverbs	2-4 per class	2b
state ID card*	1 per student	3a
paycheck*	1 per student	3a
bank signs*	1 set per class	3a, 5
U.S. coins and bills	40-60 per student	3a, 5
handout: picture sequence*	1 per pair	3b
posters: banking forms*	1 set per class	4a, 5
handouts: banking forms*	2-3 per student	4a, 4c, 5
concentration game*	1 game per class	4b
envelope with assignment*	1 per four students	4c
case studies: safety*	2 per class	4d
stories: losing checks*	2 per class	4e

* preparation needed before class

Language

	Vocabulary	Literacy
I'd like to cash this check. I want ________. Do you have identification? Do you have an account here? Yes, I do. Please sign here. I'd like to open an account.	ID driver's license check money order bank account savings checking social security number	(money order and check items) (deposit or withdrawal slips)

Activities



Estimated Time

lower levels:
1 day
intermediate-
advanced levels:
2 days

1 Pre-Test

Dialogue. Students name some advantages to using banking services.

- Present the following dialogue, along with the classroom aide, supposedly between two refugees in the U.S. Mr. A and Mr. B work at One Way Factory from 7:00 A.M. to 3:00 P.M. five days a week. Mr. A has been working there for a long time. Mr. B is a new employee. Friday is his first payday. After work, Mr. B plans to ride home with Mr. A as usual. Mr. A tells him that he has to stop at the bank on his way home.

A: On paydays, I cash my paycheck at the bank. I deposit some of the money in my bank account and take only a small amount of cash home. Don't you have an account at the bank?

B: No, I don't. I like to keep my money with me. What if the bank burns down or is robbed? Then, I'd lose all my money. Besides, I don't want to go to the bank. My English isn't good enough to speak to the workers there.

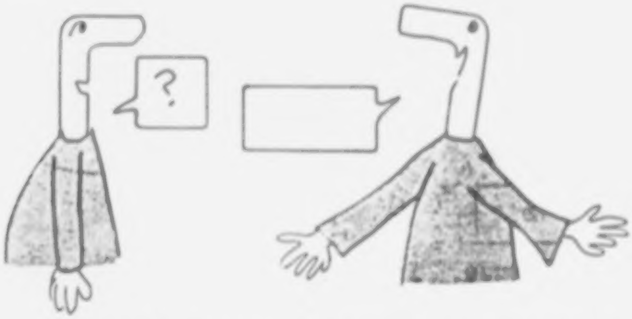
A: Oh! That's not true! It's safer to keep your money in the bank than it is to keep it at home. The U.S. government guarantees the safety of your money. If anything happens to the bank, you can still get your money back. But, if your house is robbed, there's no guarantee that anything will be returned. And, English?! Just learn how to fill out the forms correctly and you don't have to talk much. Or, you can use an automatic machine just outside the bank that lets you put money in and take out money from your account. If you use the machine, you don't have to talk to anyone!

B: It sounds good, but, I'm new here. Maybe they won't let me open an account.

A: Sure they will. I'll go with you and help you open a savings account. Besides, having an account makes it easier to cash your paycheck.

B: Well, let me think about it. I'll let you know what I decide to do.

- Ask the students to explain what information the two men shared.
  - * Why does Mr. A keep some of his money in the bank?
  - * Why didn't Mr. B want to put his money into the bank at first?
- Have individuals each state one advantage to using banking services in the U.S.



2 Cultural Exploration

Attitudes. Students describe their attitudes toward and experience with saving and handling money in their native country and compare these to some American attitudes.

- Ask the students a series of questions.
  - * How are people paid for labor or products in your native country? (By gold, cash, barter/exchange, check?)
  - * What do people do with the payment (save it, spend it immediately)?
  - * In what form and where do they keep it (gold, check, silver, other valuable materials, land; buried, under the bed, in a bank, in their pocket)? Why?
  - * If people save the payment, why do they save it? Do they plan to use it someday? For what?
  - * Etc.
- If any students have had experience with banks, have them briefly explain some banking services in their native country and the reasons why people might (or might not) use those services.
- Repeat the questions above, this time focusing on people in the U.S. Clarify and add information as needed. Stress the future-oriented characteristic of much of American society and the fact that people in the U.S. tend to trust the "system"--they believe their money is safe in a bank. Encourage the students to compare the attitudes of people in their native country to those of people in the U.S. in terms of money and banking. What are the similarities? What are the differences? What might be some reasons for those differences?

3 Checks

a Cashing Checks. Students demonstrate how to cash a paycheck.

- Distribute one "state identification" card and one paycheck to each student. (Both the card and the check should have one student's name on them.)
- Set up part of the classroom to resemble a bank. Along with the classroom aide, act as bank tellers sitting behind a counter. Explain to the students that they have just received their paychecks and must go to the bank to cash the checks.
- Leave it up to the students to see if they know how to separate the check from the check-stub. Make sure they stand in orderly lines as they wait to see a teller. Have them show their identification cards, endorse the checks correctly, count their cash and return to their seats.
- Follow-up with a review of the steps they followed in cashing the checks. Why was each step necessary?
- Draw a large sample paycheck that matches the checks the students cashed. Return the checks to them. Review each item on the paycheck, asking them to circle the amount of pay, put a check next to the social security tax, put an X on the date, etc.

b In the Bank. Students describe how to cash a check.

- Conduct a Picture Sequencing activity (see Techniques) in which students order a series of pictures showing the steps to take in order to cash a check (see Appendix for the pictures).
- Allow the students to work in groups or in pairs to determine the sequence of events. Have the groups report their stories to the rest of the class. Ask the students to name the important elements involved in cashing a check. What kinds of checks might they need to cash? (Paychecks, government benefit checks, personal checks from someone else to them, personal checks they write to CASH for themselves.)

4 Banking

a Drama. Students describe basic banking services.

- Present a Drama (see Techniques) that takes place in a bank. A potential customer (classroom aide) applies to open a savings account at a bank. The bank employee (teacher) proceeds to explain all the bank services, using large visuals of all forms (e.g. passbook, personal check, deposit slip) to reinforce the spoken information. The bank employee can also take the customer through the application process, step-by-step, so that students see what is involved in applying to open an account.

- Instruct the students to listen and observe carefully. Follow-up by using a chart listing basic bank services and have the students describe the services and procedure for opening a bank account.
- Expand on this by having students complete sample forms at their desks as the bank employee demonstrates on the large visuals.

SERVICES	Description/Proced.
1. Cashing checks	
2. Savings Account	
3. Checking Account	
4. Loans	
5. Money orders	

b Terms. Students define terms related to banking.

- Play Concentration (see Techniques). Have students match banking vocabulary words to their definitions.
- Clarify the definitions as needed.

c The Envelope, Please. Students perform specified tasks related to banking in the U.S.

- Have the students form groups of four. Distribute one envelope containing an assignment to each group. Place banking materials (e.g. blank checks, money orders, withdrawl slips, deposit slips, passbooks, check registers) on a table. Instruct the groups to open their envelopes, read and complete the task written on the card inside.
- Give the groups 7-10 minutes to complete the assignments. Ask each group to explain its task and describe (and demonstrate) what they did to complete the task. Encourage questions and discussion from classmates.
- Include assignments that are simple or complex, according to the abilities of your students.

d Safety. Students identify precautions they can take against loss of their money.

- Present Case Studies (see Techniques) about refugees and their money.

  * Z gets a paycheck at the end of each month. She always cashes her paycheck at the bank on the day she gets the check. She takes all of her money (in cash) home with her. One day, as she walked home from the bank, a man with a gun stopped her and demanded all her money. She was shaking as she gave him all her cash.
  * The S family has eleven people living in one house. They keep all their money in cash hidden in a secret place at home. There was a terrible fire in their neighbor's house,

and it spread to the S' house as well. Only part of their house burned down. Unfortunately, that was the part where all the money was kept.

- For each story, have students explain what happened, and identify how the loss of money might have been avoided. Be sure to emphasize that in some areas with large refugee populations, people realize that many refugees tend to keep all their cash with them, on their person, or in their homes. This makes refugees particularly vulnerable to assault and robbery.

• Reporting. Students describe what to do if a check is lost or stolen.

- Tell two Open-Ended Stories (see Techniques).

  * D picked up her paycheck just before she left work. She decided to do some shopping at the supermarket on her way home. Just outside the supermarket, she saw a public telephone. D called her family to tell them she would be home after shopping. While she was in the supermarket, she realized that she had left her purse outside, by the telephone. She rushed outside and saw that it was gone. Her paycheck, driver's license and a little bit of cash were all in the purse. She checked with the "lost and found" section in the supermarket. Nobody had turned anything in. So, she... What did she do next?

    [Called the police to report the stolen purse; called her employer to cancel the paycheck and ask for a new one.]

  * K has a checking account at her local bank. She had borrowed $100.00 from her sister the previous month. Because her sister lives across town, K thought it would be easier to write a personal check and send it to her sister than it would be to take the cash to her as repayment. K wrote the check, put it in an envelope and walked down the street to the post office to mail it. Somewhere along the way, she dropped the check. She looked all over and couldn't find it anywhere. So, she... What did she do?

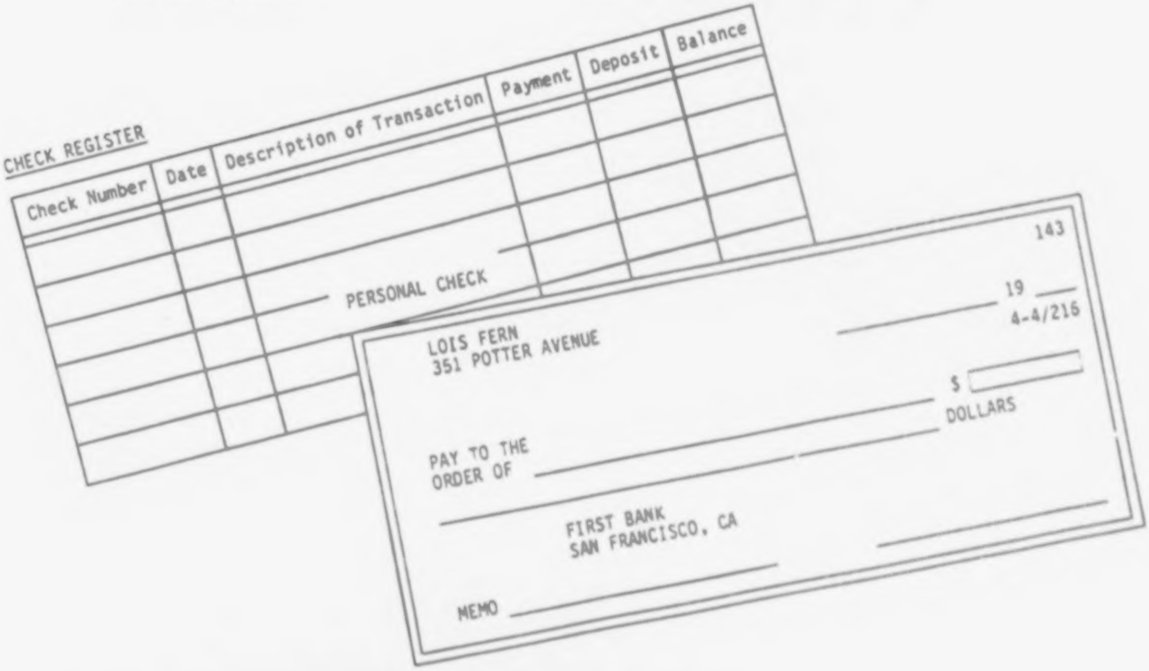
    [Called the bank to cancel the check she had written by giving them her account number and that individual check number; cancelled the check in her check record book; wrote a new check to her sister.]

- After each story, have the students retell what happened and decide upon the best action to take in those circumstances. What would the consequences be of not reporting or canceling lost or stolen checks?

5 Assessment

Mini-Simulation. Students demonstrate how to use basic banking services.

- Set up the classroom as a bank with counters for the tellers to sit behind, signs, and tables holding all necessary forms.
- Distribute paychecks, checkbooks, check registers and passbooks to all the students. Give them a series of instructions. When all students have completed the first task, move on to the second. Suggested series of assignments:
  * Cash the paycheck.
  * Choose a friend and give some money to him or her. (Every student must receive some money.)
  * Deposit some of the money you receive in your checking account. (Record this in your check register.)
  * Write a check to another friend. (Record this in your check register.)
  * For one student only: You lost the check you just received. Tell your friend (the one who wrote the check) so he or she can tell the bank.
  * Deposit the check you have just received in your savings account.
  * Withdraw some money from your savings account.
- Enlist the assistance of another aide or teacher to act as a teller and to help you check the students' work at each step. If time permits, review each procedure as a class, using the large visuals as examples.

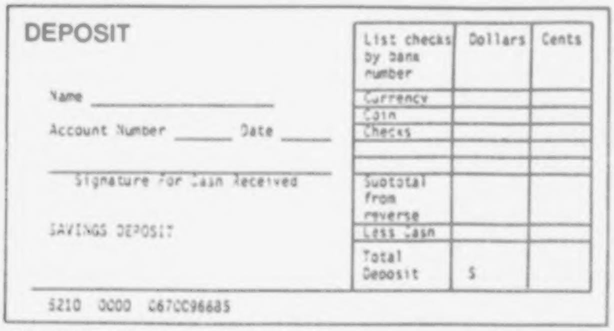

CHECK REGISTER
Check Number
Date
Description of Transaction
Payment
Deposit
Balance
PERSONAL CHECK
143
19
4-4/216
LOIS FERN
351 POTTER AVENUE
$
DOLLARS
PAY TO THE ORDER OF
FIRST BANK
SAN FRANCISCO, CA
MEMO

Notes

Preparation

A series of banking forms--check books, deposit slips, passbooks--need to be created. (Handouts and posters should correspond.) Ex:

DEPOSIT SLIP



DEPOSIT

Name ____________

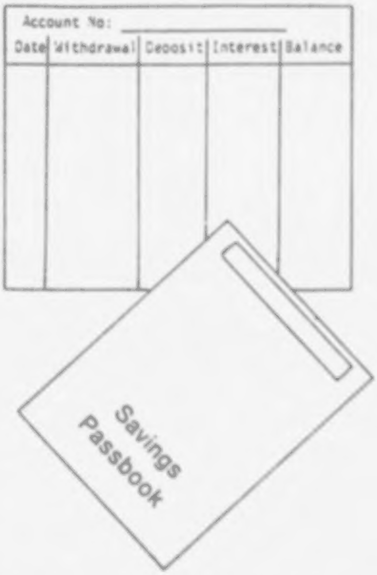
Account Number ______ Date ______

Signature For Cash Received

SAVINGS DEPOSIT

List checks by bank number	Dollars	Cents
Currency		
Coin		
Checks		
Subtotal from reverse		
Less Cash		
Total Deposit	$	

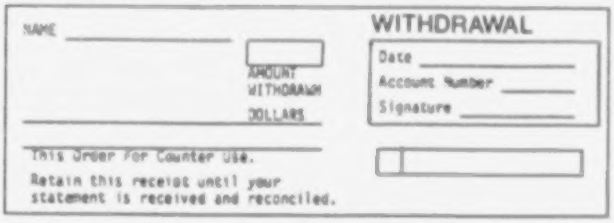
5210 0000 C670C96685



Account No: ____________

Date	Withdrawal	Deposit	Interest	Balance

WITHDRAWAL SLIP



NAME ____________

AMOUNT WITHDRAWN

DOLLARS

This Order For Counter Use.

Retain this receipt until your statement is received and reconciled.

WITHDRAWAL

Date ____________

Account Number ________

Signature ________

Decide ahead of time what services are most important for your students to be able to use. Concentrate on those aspects of banking.

Language

Advanced Vocabulary. deposit, withdrawal, automatic teller machine, traveller's check, international money order, endorse.

Advanced Structures. I'd like to send a check to Thailand. I want a money order for $ _____. Can you help me (fill it out)?

Variations

Instruct the students to present their refugee camp ID instead of a sample state ID card in the check-cashing activity.

Teach this lesson immediately following the employment unit. (Just after a workplace simulation would be ideal.) Design paychecks with the company name and write in the exact hours and days the students actually worked. Review the information found on a paycheck (e.g. gross pay, net pay, deduction).

Appendix

handout: paycheck, page 411
handout: picture sequence, page 412
teacher information: using checks, page 431

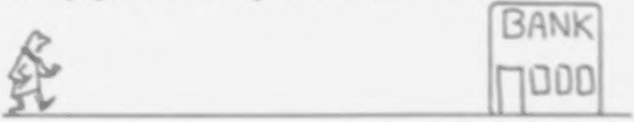
46 Banking Services

Bits and Pieces

1 *Banks provide a safe and convenient place where people can take care of many of their financial needs. At a bank, customers can cash checks, keep their money safe in a personal account, purchase international money orders and use automatic teller machines for quick withdrawal of their money.*

2 *People in the U.S. generally "look to the future" with hopes that their lives, and their children's lives, will improve over time. Much of this "improvement" involves material and financial gain. For instance, if they would like to buy a house or send their children to college, they will need MONEY. Many people, therefore, deposit money in a bank and leave it there to collect interest.*

3 *People are also concerned about the SAFETY of their money. Refugees and other newcomers unfamiliar with the banking system may tend to carry large amounts of cash with them (especially after cashing a check) or to keep money at home. This makes them easy targets for muggers and robbers. The safety of the money kept in the bank is guaranteed by the U.S. government. Even if the bank burns down or is robbed, the amount of money you have deposited can still be returned to you.*



4 *Cashing a Check*

- *Take the check to a bank (where you have an account or to the bank named on the check).*

  Take the check to a supermarket (where you have a "courtesy card" which allows you to cash checks at that store).

  Show the check and personal identification (savings passbook, credit card, drivers' license, state ID card, courtesy card) to the teller or clerk.

- *Endorse the check (sign your name as it appears on the check) on the back.*
- *Collect and count your cash.*

PG SUPERMARKET
SALE

5 TERMS AND SERVICES

Drive-Up Teller: a "window" on the side or back of the bank through which you can take care of most of your banking needs; drive your car up to the window and speak into the microphone; limited operating hours.

Automatic Teller Machine: a computerized machine usually attached to an outside wall of a bank (though one may be elsewhere) at which you can deposit and withdraw money from your account, sometimes 24 hours a day; apply for a card and a special code number at the bank; banks train their customers in the use of the machine.

Savings Account: arrangement in which the bank keeps the money you deposit; your money gains interest while in the bank; each account holder has an individual account number and passbook (record of financial transactions at the bank); safe--guaranteed up to many thousands of dollars.

Checking Account: arrangement in which the bank holds the money you deposit until you write a check; the bank sends the money from your account to the person/company to whom you wrote the check; safe--if checks (which can be used along with ID instead of cash) are lost or stolen, they can be cancelled--you won't lose the money.

Safety Deposit Box: a locked box for storage of valuable articles (jewelry) and important documents; kept in a safe; you keep a key to the box.

Traveller's Checks: checks to be used instead of cash when travelling; safe--if lost or stolen they can be cancelled and your money returned.

Loans: money given to people who qualify to help them buy a house, a car or major appliance, or to make household repairs, etc.; interest is charged--you must pay back more than you borrow.

Check Cashing: service to give cash for checks written from that bank or for people who have accounts at that bank.

Money Orders: forms to send money through the mail either within the U.S. or overseas, without sending cash; safe--if lost or stolen they can be cancelled.

6 OPENING AN ACCOUNT

Different banks have different requirements for opening a bank account. Generally, it is easier to open a savings account than a checking account. For a savings account, a person needs to show ID (driver's license, I-94, state identification card) and have a social security number. The applicant must list a permanent address and make an initial deposit (from $5 up depending on the bank). To open a checking account, a person may need to show proof of ability to repay by having a steady job or a good "credit rating"--a record of paying bills and rent on time.

Planning

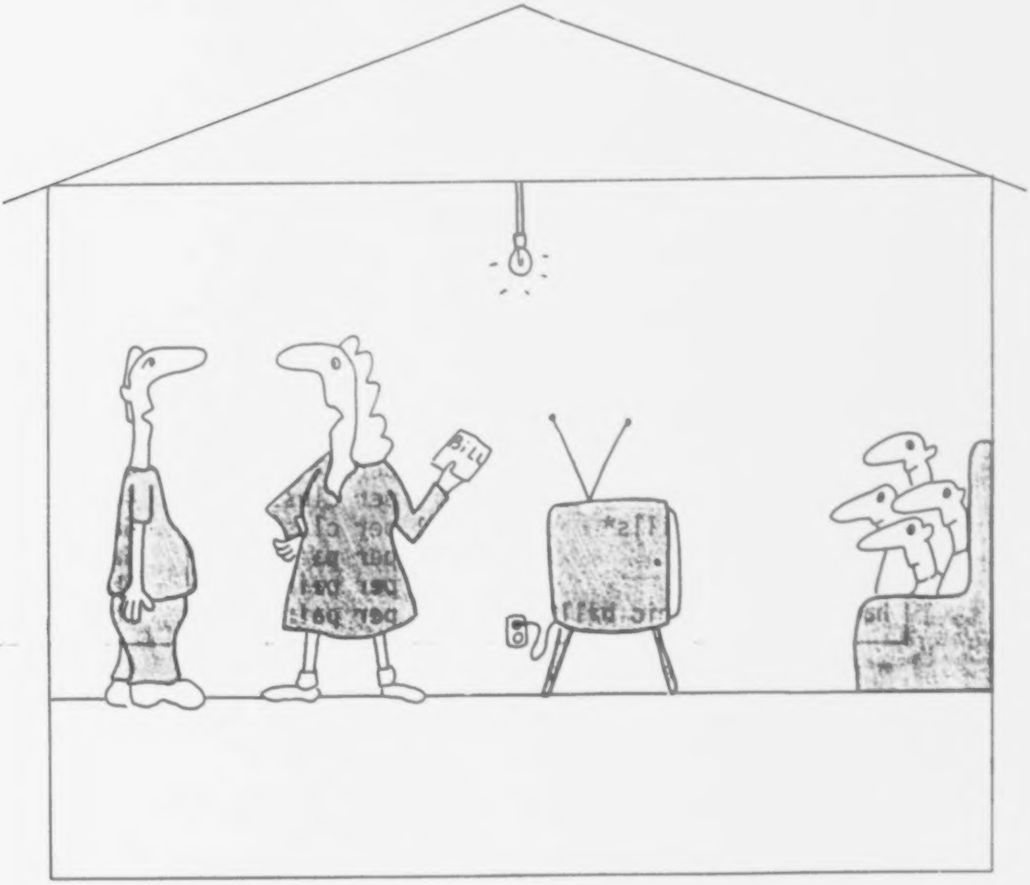
I'D BANK ON IT

Lesson 47

Paying Bills

"The electric bill is $200. I should send a check today."

Once they are established in their homes, refugees will be responsible for paying their own bills. In this lesson, students learn to identify important elements of a bill and practice making payments.



Objectives The students will be able:

- to explain the purpose of bills.
- to recognize a bill and explain its different parts.
- to explain the consequences of late payment of bills.
- to demonstrate procedures for paying bills.

47 Paying Bills

Rationale

Paying bills is another of the many responsibilities refugees face in the U.S. The entire process, from receiving and reading the bills to making the proper payment to understanding the consequences of late or missed payments can become clearer with some practice and explanation.

Skills

observing	literacy: reading and writing
numeracy: reading	numeracy: computing

Materials

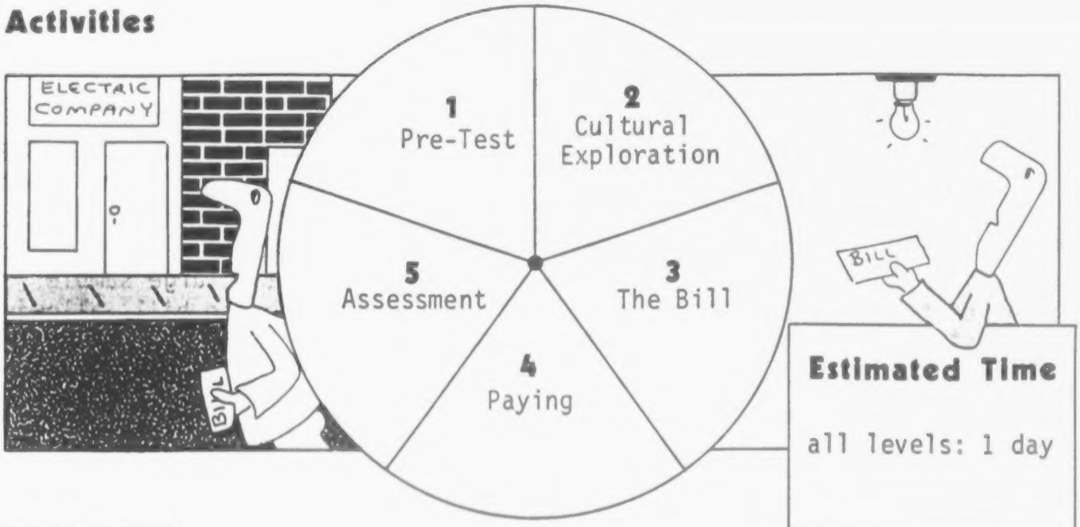
Item	Quantity	Activity
"mail" packet*	6-10 per class	1, 3, 5b
U.S. currency	$40 per pair	1, 5b
poster: gas bill*	1 per class	3
handout: gas bill*	2 per student	3, 4b, 5b
picture story: Bill*	1 per student	4a
handout: money order*	2 per student	4b, 5b
open-ended story*	1 per class	4c
quiz: paying bills*	1 per class	5a
blank envelope	1 per pair	5b
postage stamp*	1 per pair	5b
handout: electric bill*	1 per pair	5b

* preparation needed before class

Language

	Vocabulary	Literacy
When do I pay? How much do I pay? Where do I pay? How	bill money cash money order check	$ (money amounts) DUE DATE (dates) (addresses) TOTAL AMOUNT DUE

Activities



Estimated Time

all levels: 1 day

1 Pre-Test

Payments. Students state types of expenses they may have and types of bills they may have to pay in the U.S.

- Present a Drama (see Techniques) in which one person receives a bill (among other mail) at home. That person tells a friend that the electric bill must be paid by the end of the week and asks the friend to accompany him or her to the electric company office. In the next scene, the person is at the office paying the bill in cash and collecting a receipt.
- Ask students to retell the story, step-by-step. What is an electric bill? When did it have to be paid? What would have happened if the customer had not paid on time?
- Follow-up with questions about bills in general:

  * What types of expenses might you have in the U.S.?
  * For which of these might you receive bills?
  * How will you receive them?
  * How often?

2 Cultural Exploration

Questions. Students describe forms of payment for products or services in their homeland.

- Ask the students a series of questions. Have them dramatize their answers if appropriate (see Techniques: Dramatization).

  * What kinds of expenses did you have in your native country? (Health care, food, electricity, gas or water, rent, etc.)
  * How did you pay for these things?
  * Did you usually pay at the time of purchase or use, or later?

3 The Bill

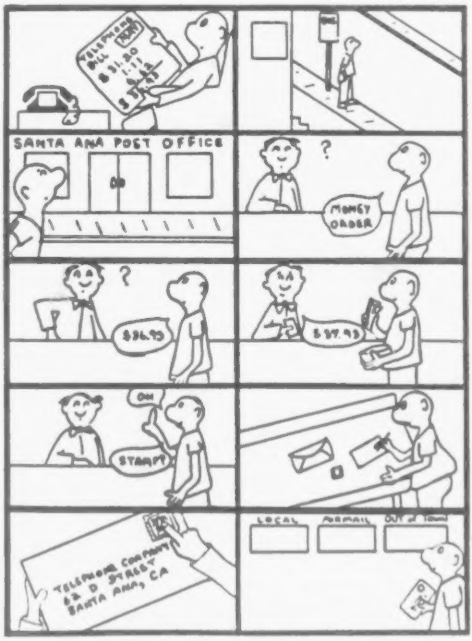
Find The Bill. Students separate bills from other "mail" and explain the contents of a bill.

- Have the students form four groups. Distribute "mail" to each group. Ask the groups to sort through it, separating bills from other types of mail. How did they know which were bills? What should they do if they are unsure about their mail in the U.S.?
- Instruct each group to find the "gas" bill. Post a large sample of that bill (see Bits and Pieces). Read through the bill, allowing students to explain the various sections.
  - * To what person was this sent?
  - * What is the name of the gas company?
  - * What time period does the bill cover?
  - * What is the bill's due date?
  - * What is the total amount due?
  - * Where should the payment be sent?

4 Paying

a Through the Mail. Students state different ways of paying bills.

- Present a Picture Story (see Techniques) in which a person receives a bill, goes to the Post Office, purchases a money order and pays the bill using the money order.
- Ask comprehension and interpretation questions:
  - * Why doesn't the person send cash with the bill?
  - * Why doesn't the person pay the bill at the company?
  - * Is the money order free?
- Have students describe other ways of paying bills (e.g. by mailing a personal check, in person by cash).



b Money Orders. Students practice purchasing and filling out a money order.

- On the blackboard, draw a simple electric bill.
- Review the parts of the bill with the students.

- Then, draw a large sample money order on the blackboard. Ask one student to complete the money order properly referring to the information on the electric bill.
- Correct and clarify as necessary.
- Distribute a sample electric bill and money order (see Appendix) to each student. Instruct the students to fill out the money order appropriately in order to pay that bill. Review the completed money orders in a large group.
- Vary this by distributing several different types of bills so that students work independently.

c Late. Students explain the consequences of late or missed payments.

- Present an Open-Ended Story (see Techniques) about a refugee who forgets to pay a bill on time. Sample story:

> Leng has been in the U.S. four months. He and his family receive a lot of mail at home--letters from relatives, advertisements from stores and bills. Last month, Leng noticed that his telephone bill was quite high. He also read that he had to pay the bill by the 25th of the month. On the 25th he went to the Post Office to buy a money order. He mailed the payment on the 28th. On the 29th, Leng received a notice from the telephone company saying...

- In a follow-up discussion, ask:
  - * What do you think the letter said?
  - * What do you think will happen next?
  - * What did Leng do wrong?
  - * What will Leng have to do to avoid this situation in the future?

5 Assessment

a Quiz. Students answer questions to demonstrate their understanding of the topic.

- Conduct a quiz in which students answer yes-no questions.

* Are gas, electricity, telephone and water bills all utility bills?	(YES)
* Does your telephone bill include tax?	(YES)
* Do most people receive a bill for rent in the mail?	(NO)
* Should you send cash by mail as a payment?	(NO)
* Can you find out when the gas company will send someone to read your meter?	(YES)

- * Does a gas bill show how much gas you have used? (YES)
- * Should you mail your payment on the date it is due? (NO)

- Correct and clarify as needed.

b Putting It All Together. Students demonstrate how to pay bills.

- Have the students form pairs. Distribute a packet of mail, including "junk mail," bills and regular letters. Also, distribute blank envelopes and U.S. currency.
- Set up a Post Office counter where students practice purchasing money orders and stamps. (The classroom aide can be the postal clerk.)
- Instruct students to sort their mail and locate the bills. Have them read the bill in their packet and demonstrate the proper procedure for payment--purchasing, filling out and sending the money order along with the proper portion of the bill.
- Have students write the postage date on the outside of the envelope.
- Ask them to put their payments on a table in the middle of the room. Check each envelope for the correct address, stamp placement and postage date. Check inside for the correct amount of money and the proper part of the bill.
- Point out incorrect procedures and review if necessary.

Notes

Preparation

Real bills, U.S. stamps and money orders should be used as examples, if available. Prepare "homemade" samples to be used in the activities.

Language

Advanced Vocabulary. payment, installment, penalty fee, disconnect, overdue.

Advanced Structures. They might disconnect my ________. How much do I owe?

Variations

For advanced classes, distribute blank checks and a check register to pairs of students in the Assessment activity, "Putting It All Together." Have them write a personal check as payment for the bill and record the appropriate information in the check register.

Vary Activity 4c, "Late," by presenting the same story as a Case Study ending in the following way:

> ...that his phone service would be cut off if he didn't pay his bill immediately. Leng was upset and confused. He said to himself, "I bought the money order on the 25th. What's the problem?"

Follow-up the presentation of the Case Study with comprehension and interpretation questions.

Appendix

handout: money order, page 413

Concerns

There may be confusion between the word "bill" which means paper currency (dollar) and the word "bill" which means a statement of charges (costs). Be sure to clarify this.

The students should be familiar with Lesson 46, "Banking Services," before studying this topic.

47 Paying Bills

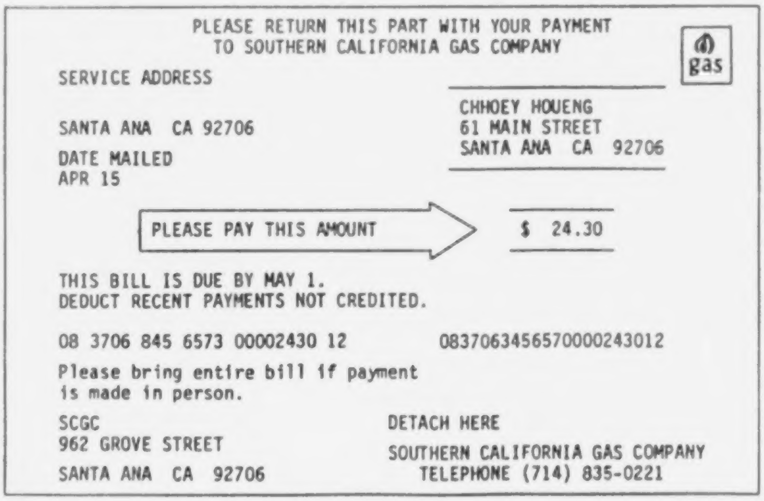
Bits and Pieces

1 *A BILL is a statement of charges for products or services. A bill may be presented at the time of use or purchase or it may be sent later. If a bill is sent through the mail, it is the customer's responsibility to pay the correct amount to the appropriate person by the stated deadline.*

2 *Some Common Types of Bills:*

Utility Bills	- *charges for gas, water, electricity and telephone service.*
Flight to U.S.	- *payments owed by refugees for their flight to the U.S.A.*
Medical Bills	- *charges for medical services not covered by insurance.*
Insurance	- *regular payments charged for insurance service.*
Charge Account Bills	- *charges for purchases made using a credit card which allows payment after the product is taken home or the service used.*
Installment/Loan	- *charges for purchases made on an "installment plan" or charges for repayment of a loan (e.g. for school, a car).*
Rent Payments	- *Bills are not usually sent. Tenants are expected to remember to pay the rent each month.*

GAS BILL



PLEASE RETURN THIS PART WITH YOUR PAYMENT
TO SOUTHERN CALIFORNIA GAS COMPANY

gas

SERVICE ADDRESS

SANTA ANA CA 92706

DATE MAILED
APR 15

CHHOEY HOUENG
61 MAIN STREET
SANTA ANA CA 92706

PLEASE PAY THIS AMOUNT $ 24.30

THIS BILL IS DUE BY MAY 1.
DEDUCT RECENT PAYMENTS NOT CREDITED.

08 3706 845 6573 00002430 12 083706345657000024301 2

Please bring entire bill if payment
is made in person.

SCGC
962 GROVE STREET
SANTA ANA CA 92706

DETACH HERE

SOUTHERN CALIFORNIA GAS COMPANY
TELEPHONE (714) 835-0221

3*Bills may be sent monthly, quarterly (four times a year) or as needed. It depends on the agency or company. Bills usually arrive at consistent intervals. For example, you can ask when the gas company employee will come to read your gas meter.*

ELECTRIC BILL

KEEP THIS PORTION FOR YOUR RECORDS

SERVICE ADDRESS	FOR BUSINESS OFFICE CALL	YOUR ACCOUNT NUMBER
CHHOEY HOUENG 61 MAIN STREET SANTA ANA CA 92706	714-835-5200	52-29-710-3620-05 000-1

TYPE OF SERVICE	RATE SCHEDULE	LIFELINE ALLOCATION	AVERAGE DAILY COST	DATE BILL PREPARED
ELECTRIC	DOMESTIC	240 KUM	$1.85	05-06-85

METER NUMBER	SERVICE PERIOD FROM	SERVICE PERIOD TO	METER READING FROM	METER READING TO	EMERGENCY USAGE	AMOUNT
307-239107	04-01	04-30	0961	1701	740 KUM	53 59*
			SANTA ANA CITY TAX 3.0%			1 61

*ENERGY (FUEL) CHARGES INCLUDED IN THIS BILL TOTAL $28.67

PLEASE PAY THIS AMOUNT NOW DUE $55 30

RECENT PAYMENTS MAY NOT HAVE BEEN DEDUCTED FROM THIS BILL

5*Bills can be paid by personal check or money order if sent by mail. They can be paid by cash in person only. The customer must be sure to get a receipt when paying with cash.*

6*RESPONSIBILITY*

People are held legally responsible for payment of their bills. They may have financial penalties for late payment in the form of interest or an extra fee charged. They may lose a utilities service (e.g. a disconnected telephone) or lose the item purchased on an installment plan or by credit card. (A company can legally demand the return of such an item: car, T.V., etc.) And, the person who consistently pays bills late (or doesn't pay them at all) will have a poor credit rating. When the person wants to rent or buy a home or take out a bank loan or get a credit card, his or her credit rating will be checked by computer. If he or she seems unreliable in making payments, the company or bank may refuse to give the product or service.

47 Paying Bills

Planning

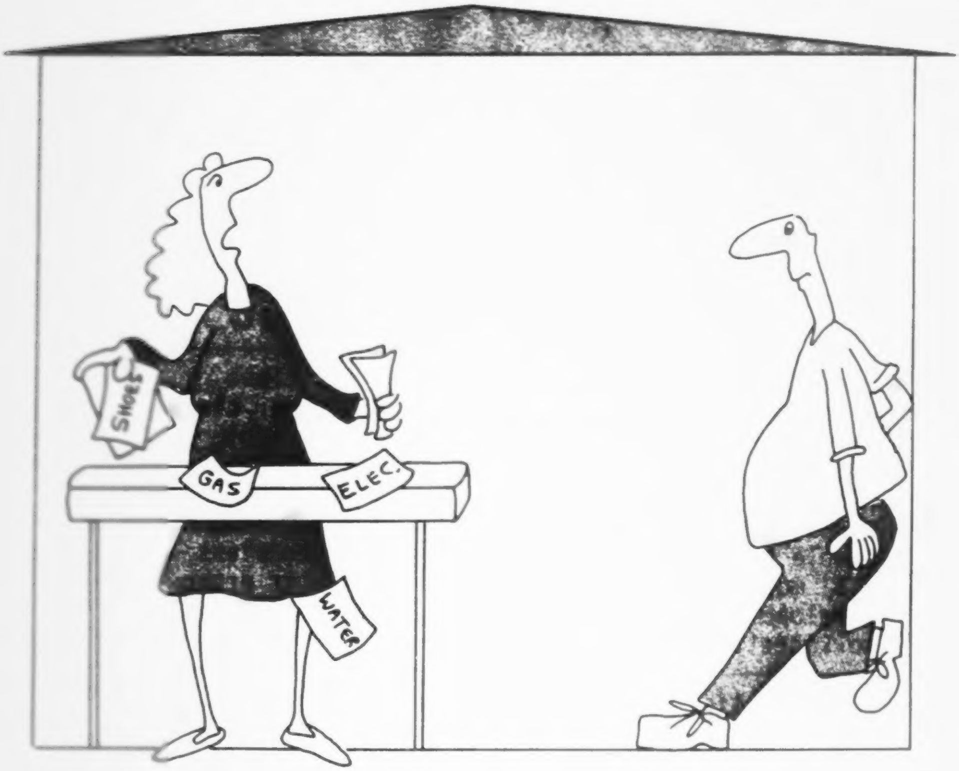
HE'S ALWAYS TRYING TO PASS THE BUCK

Lesson 48

Budgeting

"I hope I have enough money left to buy a winter coat."

Planning a budget is helpful in order to make sure people have enough money for the things that are essential to them. In this lesson, students learn how to plan their personal finances.



Objectives The students will be able:

- to describe common household expenses.
- to state what a budget is and its purpose.
- to differentiate between necessities and luxuries in terms of expenses.
- to determine priorities and state their personal goals in terms of desired expenses.
- to plan a simple budget for one month.

48 Budgeting

Rationale

Refugees' income is limited during initial resettlement and perhaps for a long time thereafter. Their expenses might seem endless as they have things they must pay for and they discover other things they would like to buy in addition to the necessities. It is essential that expenses do not outweigh income so that there is enough money for basic needs and for emergencies. By determining some long and short-term goals and by calculating income and expenses, refugees can help themselves feel more secure in their finances.

Skills

assessing needs

determining priorities

numeracy: computing

setting goals

Materials

Item	Quantity	Activity
map: students' native country	1 per class	1a
pictures: expense items*	1 set per class	1b, 4a
familiar items	as available	3b
letters from refugees*	3-4 per class	3b
pictures: people*	3 per class	4a
worksheet: family budget*	1 per 2 students	4b
sample bills*	3-4 per class	4b
U.S. money	$500 per group	5a
envelopes	9 per class	5a
worksheet: budget form*	4 per class	5b

* preparation needed before class

Language

How much is the rent?
electricity

How much do I have?

What do you need?
want

I need __________.
I want __________.

Vocabulary

rent
food
clothing
telephone
water
electricity
gas
transportation

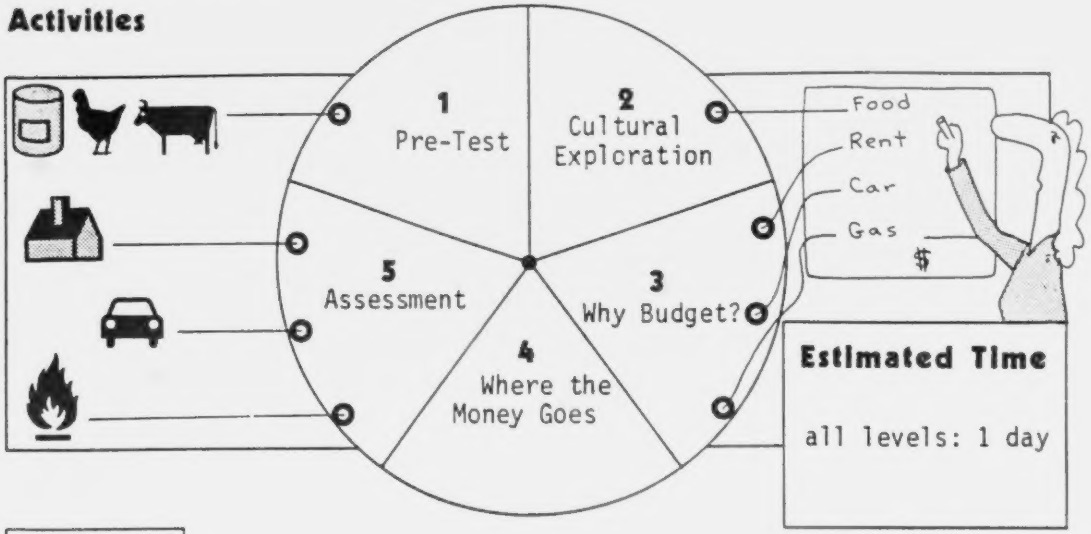
bill
want
need
income
expense
budget

Literacy

(numbers)

(money amounts)

Activities



Estimated Time

all levels: 1 day

1 Pre-Test

a Story Line. Students "create" a refugee family story and determine the family's immediate financial needs.

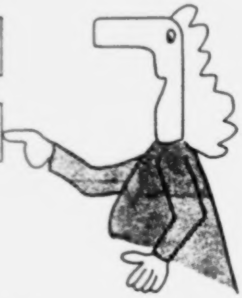
- Using maps, pictures and question words, elicit from the students a story (see Techniques: Story Line) of a "typical" family from the students' native country, including the family members' backgrounds and ages. Students indicate how the family moved from their homeland to a border camp and, finally, to a refugee processing center.
- Have the students draw pictures or use puppets to explain the details of this family's life, keeping the story moving until the family lands in the U.S. (Each student should create at least one part of the story.)

- At this point, stop the narrative and ask, "What does this family need for its first month in the U.S.?"
- For assistance, show individual pictures of houses, furnishings, articles of clothing, means of transportation, food, medical supplies, etc.
- List (or post pictures of) the students' suggestions on the blackboard. Encourage them to be as specific as possible. Review each suggestion as a class to determine which are necessities for the family and which are extra.
- Ask students why it might be important to separate the "needed" items from those just "wanted."

b Terms. Students define terms related to personal finances.

- Write the words on the blackboard (or have the classroom aide write them in the native language). Ask students to define each.

Money*
Income
Expense
Surplus
Deficit
Budget
Need*
Want*



* Use only these words for lower-level classes.

- Have some students explain the purpose of a budget.

2 Cultural Exploration

My Own Experience. Students explain their systems of financial planning.

- Ask which students have jobs in the refugee camp. Have one volunteer (or the classroom aide) come to the blackboard and list his or her daily, weekly and monthly income. Ask the student to also list approximate monthly expenses.
- Instruct the rest of the class to calculate all the expenses and subtract that amount from the monthly income.
- Have other students who have (or had) incomes in camp or in their homeland explain if they kept track of their income and expenses. How? Was it important to them? Why or why not?

3 Why Budget?

a Goals. Students establish some personal goals in financial terms.

- Define the word "goal." Refer to the refugee family's expenses mentioned in the "Story Line" activity. Ask the students to think of their personal and family situations. What short-term goals do they have for themselves? What might they need money for during their initial resettlement?
- Distribute blank paper. Have students list or draw their responses on one side of the paper. When they have finished, ask them to review the items and determine their priorities by circling those that are most important to them.
- Repeat the process focusing on long-term goals (related to finances). Instruct the students to use the other side of the paper for this list.
- Vary this by conducting the activity as a large group.
- Ask the students how they can try to have enough money to pay for the things they feel are important.

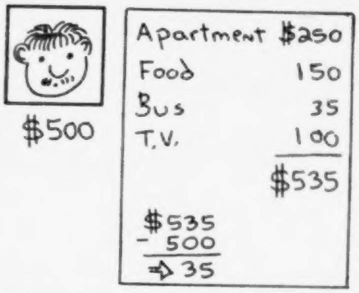
b Cost of Living. Students begin to recognize the high cost of living in the U.S. and its consequences related to financial planning.

- Display various items familiar to the students (e.g. cigarette pack, t-shirt). Have individuals choose items, state the cost in the camp (or homeland) and guess how much each would cost in the U.S. Tell them the actual current prices.
- Also offer samples of daily necessities (e.g. toothpaste, soap, eggs).
- Elicit from students ways in which they can help themselves meet their goals when the cost of living is so high (e.g. get a job, plan and follow a budget). Remind students that salaries in the U.S. are higher than the salaries for refugee workers in the camp!
- Present some Letters from refugees (see Appendix and Techniques) that mention expenses and budgeting.

4 Where the Money Goes

a A Simple Budget. Students calculate income and expenses.

- Review the purpose--and importance--of planning a budget.
- Post pictures of three people, perhaps three of the characters from the Pre-Test activity, on the blackboard. Under the first, write $500 income. Leave space and then list: $250 for apartment rent; $150 for food; $35 for a bus pass; $100 for a TV.



- With the students, calculate Person A's expenses for this month ($535). Subtract from the income ($500) and ask whether Person A has enough money or not. How much is still needed? What can he do about it? Answers may include: borrow money; pay the rent late; eliminate or reduce one of the expenses.
- Ask students to explain the consequences of any action they suggest (e.g. borrowing money requires paying interest). Have students identify the things Person A needs and the things Person A wants. Elicit other ideas for eliminating the deficit.
- Continue with the two other pictures. Create complex or simple budgets according to the ability of your students. If B or C have extra money--a surplus--ask what the person might do with that money.
- Point out the general portion of a monthly income that should be given to each budget item.

b One Family. Students complete a simple family budget.

- Have the students form pairs. Distribute one family budget worksheet (see Appendix) to each pair.
- With the students, complete the budget step-by-step, beginning with INCOME ($1,000 for two working people, for example) and continuing with EXPENSES. Allow students to explain each expense category. Have them guess amounts for each or read sample bills and record those amounts. (Remember to state how many people are in the family beforehand.) Help the students keep the expense estimates realistic.
- When the worksheets are complete, ask the students to total the expenses and to subtract the expenses from the income. Ask:

  * How much will you have left over?
  * What will you do with that?
  * How could you lower your expenses?
  * What expenses will be higher in the winter?
  * What could you do to minimize this?
  * Why is it wise to plan your family budget?

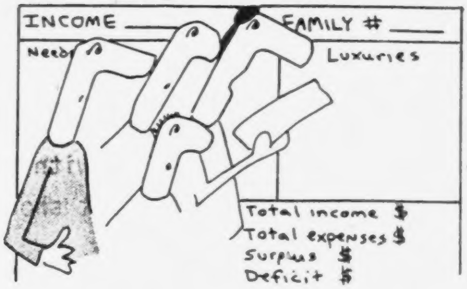
5 Assessment

a Financial Planning. Students plan a budget for one month.

- Have students form groups of four. Distribute a month's salary for one working person ($500 in twenty and hundred dollar bills) to each group. Explain that this person's budget should have fixed expenses each month (e.g. sharing rent for an apartment, repayment of the resettlement flight ticket, food).
- Distribute a set of pictures to each group showing major budget areas. (Each picture has an envelope attached.) Have students plan a budget for this person and place the appropriate amounts of money in each envelope to cover costs for one month.
- Ask group representatives to explain their budgets and their priorities. Encourage questions and discussion from classmates.

b Looking Ahead. Students plan a budget for one month.

- Have the students form four groups representing families. Distribute one budget form to each group. Assign each group a monthly income and a "family identity" (e.g. 2 adults, 3 children, single adult male).



- Instruct the groups to complete their budget, listing necessities in one column and luxuries in the other, and calculating the balance.
- Have the groups share their budget items and expenses and explain their priorities. Encourage questions and discussion.

Notes

Preparation

Check in recent U.S. newspapers (housing and other advertisements) and store catalogs for up-to-date prices. If possible gather recent gas, electricity and telephone bills, too, to help keep budgeting estimates realistic.

Design all the budgeting activities (samples, worksheets) according to the abilities of your students.

Language

It is considered impolite to ask people how much they pay for rent, for their clothing, for their car, etc.

Advanced Vocabulary. balance, surplus, deficit, necessity, luxury, goal, priority, cost of living, payments, installments, future.

Advanced Structures. I plan to buy a car (go to college, etc.). I'd like to __________ someday.

Variations

Include installment payments in one of the sample budgets in Activity 4a, "A Simple Budget." Also, encourage students to include some installment payments in the expenses when they create their own budgets in Activity 5a, " Financial Planning."

In Activity 4a, "A Simple Budget," use pictures of budget items instead of words when working with beginning level students. For example, use a picture of a bus to represent transportation and a house with a dollar sign to represent rent.

Appendix

letters from refugees: budgeting, page 432
worksheet: family budget, page 414

Concerns

It is impossible to predict what someone's financial situation will be. Many factors (e.g. state or city of residence, job salary, season) influence a person's income and expenses. Remind students that the amounts quoted in class are estimates. The skill that they are developing--financial planning--will be helpful to them in any case.

You may want to teach Lesson 45, "Consumerism," before this one so that the students are familiar with the temptations of buying many products and can relate that to the importance of budgeting.

48 Budgeting

Bits and Pieces

1 *TERMS:*

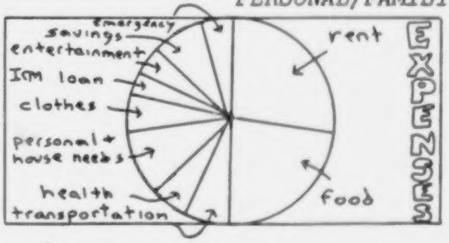
Income:	*amount of money earned or acquired*
Expense:	*payment of money; money needed for purchases*
Balance:	*remainder; difference between income and expenses*
Surplus:	*extra; more income than expenses*
Deficit:	*more expenses than income*
Necessity:	*a requirement; something needed*
Luxury:	*something special for enjoyment rather than necessity*
Budget:	*a summary of expected financial expenses and income over a specified time period; a plan for earning and use of money*
Priority:	*something of importance*
Goal:	*an end, a goal that one tries to reach or attain*
Cost of Living:	*the price of everything you need to buy to live*

2 *Why Plan a Budget?*

Financial planning is an important skill that helps people throughout their lives, personally and perhaps on the job as well.

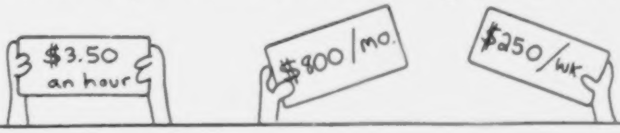
With limited income and basic survival needs to take care of (e.g. housing, food, clothing, health care, transportation), many people plan how they will spend their money to be sure they will have enough for necessities. Once they have their plan--their BUDGET--they can see how much extra money they will have for luxuries (e.g. going to the movies, eating at restaurants, paying for dates).

3 *PERSONAL/FAMILY/HOUSEHOLD EXPENSES*



In one month, people generally plan to spend money in these areas and in these proportions: A reminder--these are general estimates. If a person's income is very low, a higher percentage of the income will go for necessities such as housing and transportation.

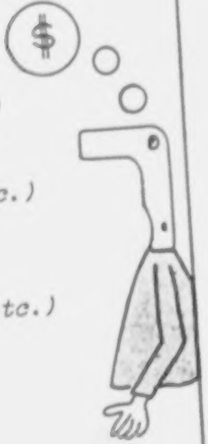
4 *INCOME is usually fixed. People receive a set hourly, weekly or monthly salary. (An exception would be jobs which pay by the piece or amount produced or collected, such as farm labor, some sewing jobs, etc.).*


$3.50 an hour
$800/mo.
$250/wk.

5 *EXPENSES*

Fixed Expenses (stay the same month-to-month)

- * Rent
- * Telephone (monthly service charge)
- * Health Insurance
- * Transportation
- * Laundry
- * ICM plane ticket repayment
- + Savings (in the bank)



Changing Expenses (vary from month-to-month)

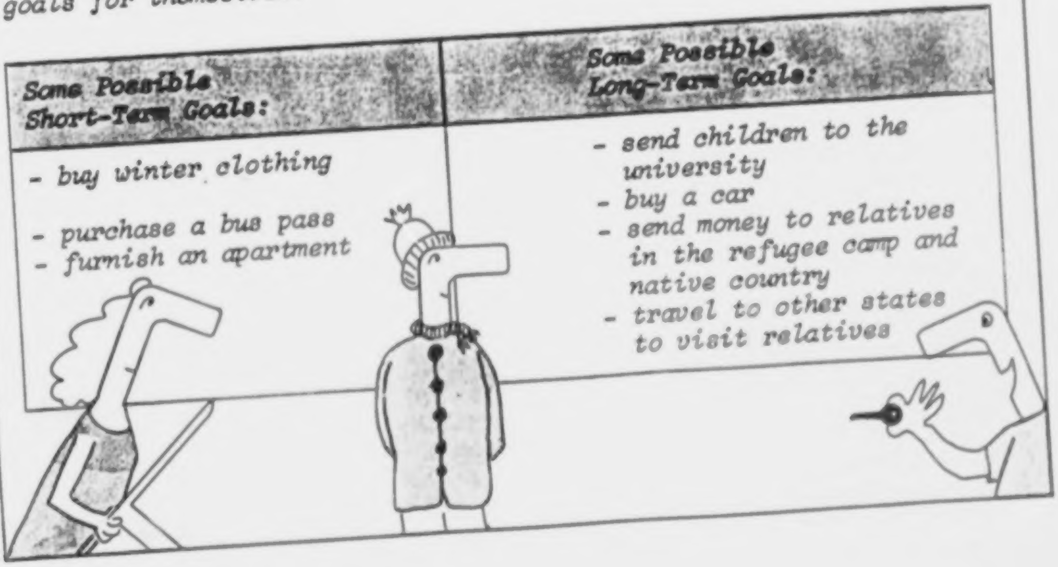
- * Clothing (new clothes needed at times; seasonal clothes)
- * Gas, Electricity (use may vary depending on the season)
- + Personal (haircuts, cigarettes, make-up, etc.)
- + Entertainment (movies, books, eating in restaurants, etc.)
- * Furniture (including kitchen utensils, appliances)
- + Long Distance Telephone Calls
- + Postage
- * Household Items (toilet paper, dishwashing detergent, etc.)
- * Emergencies

+ These items are not considered necessities.

6 *THE FUTURE*

Many Americans are "future oriented." They think about and plan their future careers, family situations, homes, etc. An important aspect of planning for the future involves financial planning. Since the cost of living in the U.S. is very high, people find it necessary to plan in advance to make sure they can afford what they need and want. They must first of all determine what they need and want, establish their priorities and set goals for themselves.

Refugees may also find it helpful to begin setting some realistic goals for themselves.



Some Possible Short-Term Goals:	**Some Possible Long-Term Goals:**
- buy winter clothing - purchase a bus pass - furnish an apartment	- send children to the university - buy a car - send money to relatives in the refugee camp and native country - travel to other states to visit relatives

Planning

IT'S HARD TO MAKE BOTH ENDS MEET

Lesson 49

Skills Assessment

"I can use a saber saw, measure accurately and lift more than 50 pounds."

Though it may be difficult, it is helpful to be able to identify one's specific abilities. In this lesson, students name their skills and determine how they can gain new skills.

WRENCH
KNIFE
HAMMER
RULER
SCISSORS

Objectives The students will be able:

- to identify their personal skills.
- to define "skill" as something one is able to do.
- to identify some of the jobs they have had, and skills and work habits they have demonstrated for each job.
- to demonstrate some skills related to jobs in the U.S.

49 Skills Assessment

Rationale

Being able to get and keep a job involves a lot of time, hard work and a positive attitude. Some aspects of that positive attitude are eagerness to work and learn new things, confidence in one's ability to learn and willingness to identify and tell employers about one's skills. By being able to name one's personal skills, a refugee takes the first step in being able to determine what jobs might be suitable for him or herself in the U.S.

Skills

clarifying information

clarifying attitudes

literacy: reading and writing

Materials

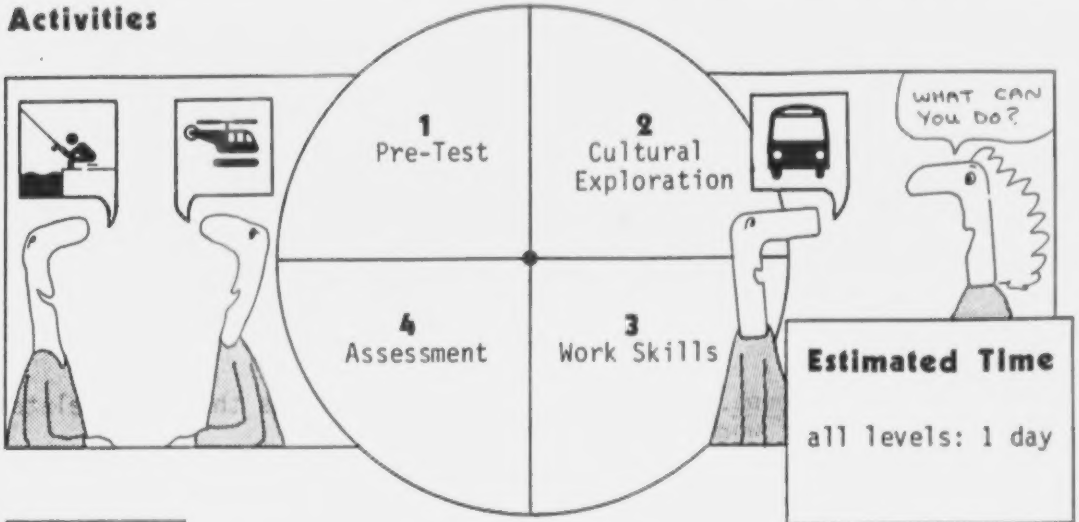
Item	Quantity	Activity
bilingual skills list*	1 per class	3a
newsprint, marker	1 each per group	3a
pictures: occupations*	1 per group	3b
pictures: specific skills*	as needed	3b
worksheet: skills*	1 per student	3c
skill activity materials*	as needed	4

* preparation needed before class

Language

	Vocabulary	Literacy
Can you __________? I can __________. I know how to ________. Excuse me. I don't understand. Like this?	learn can teach do farm cook sew wash build	(occupations) (skill verbs)

Activities



Estimated Time

all levels: 1 day

1 Pre-Test

I Can... Students name or demonstrate one thing they can do well.

- Place the chairs or benches in a circle. Ask everyone to sit facing the center of the circle. Explain that the class will be discussing things that different people are able to do so that later they can relate these abilities to possible jobs in the U.S.
- Instruct the students to close their eyes and think about what they know how to do. After a few moments of silent thought, ask each person to share one thing that he or she can do well, either by completing the statement, "I can..." or by demonstrating. (You and the classroom aide may choose to begin so the students have a clear idea of the instructions.)
- Try to encourage people to be specific (e.g. "I can use a hoe. I can measure seed amounts"--instead of--"I can grow vegetables.").
- List their abilities on the blackboard. Keep the list there as reference for the remainder of the class.

2 Cultural Exploration

Discussion. Students define "skill" and dicuss how they learned skills in their homeland.

- Refer the students to the list of things they can do (elicited in the Pre-Test activity). Ask what word describes these things. Write the word SKILL on the blackboard and ask the students to define it. Clarify if necessary.
- Again, review the list of skills. For each skill, allow the students to explain how they learned that skill. Did someone teach them? Did they learn by observation? Did they study in formal classes? Did they learn by trying on their own? Was it difficult or easy to learn? Etc.

- Ask why it is important to identify one's skills.
- Explain that some of these skills can be directly transferred from one culture to the next (e.g. gardening or sewing) while others will need to be developed or adapted (e.g. skill in using one's hands to repair a plow or build a house could be adapted to carpentry, construction or mechanics). How do they think they might be able to develop or adapt skills that are relevant for jobs in the U.S.? (Suggest the following ways: formal training, observation, self-teaching, following instructions, etc.--often the same ways they learned how to do things in their native country.)

3 Work Skills

a Employment Groups. Students state specific skills they have related to the type of work they have done.

- Have the class form groups according to the type of employment they had in their native country or the refugee camp.

Goldsmiths
Welders

Soldiers
Police Officers

Students

Farmers

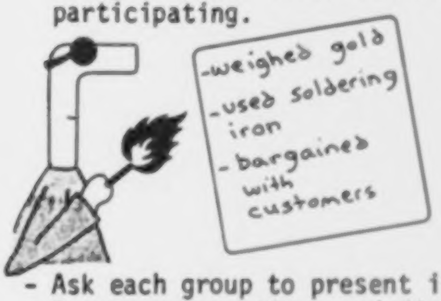
Seamstresses
Embroiderers

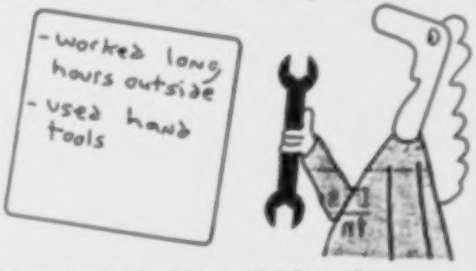
Auto Mechanics
Drivers

Homemakers

Sales people
Business people

- Post a bilingual skills list (see Bits and Pieces for English list). Instruct the group members to discuss the specifics of what they did and to pick out skill items from the posted list. Ask them to identify tools they used as well. Give the groups about ten minutes to talk and record their specific skills (and tools) on newsprint. Along with the classroom aide, circulate to be sure everyone is participating.





- Ask each group to present its findings to the rest of the class. Encourage questions and discussion from classmates.

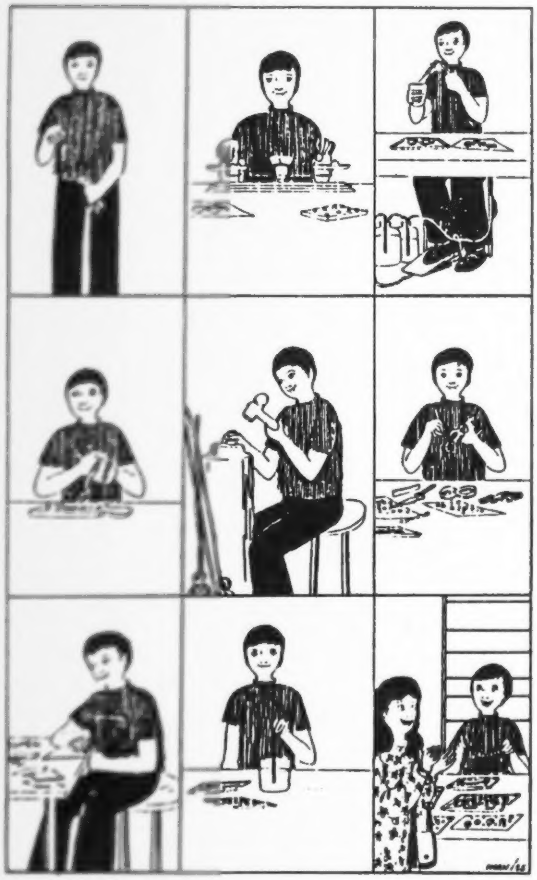
b Visuals. Students state specific skills they have related to the type of work they have done.

- As a simplified version of the above activity, use visuals instead of a skills list. Post pictures and names of types of occupations around the room. Have students gather in front of the picture depicting the type of work they have done.

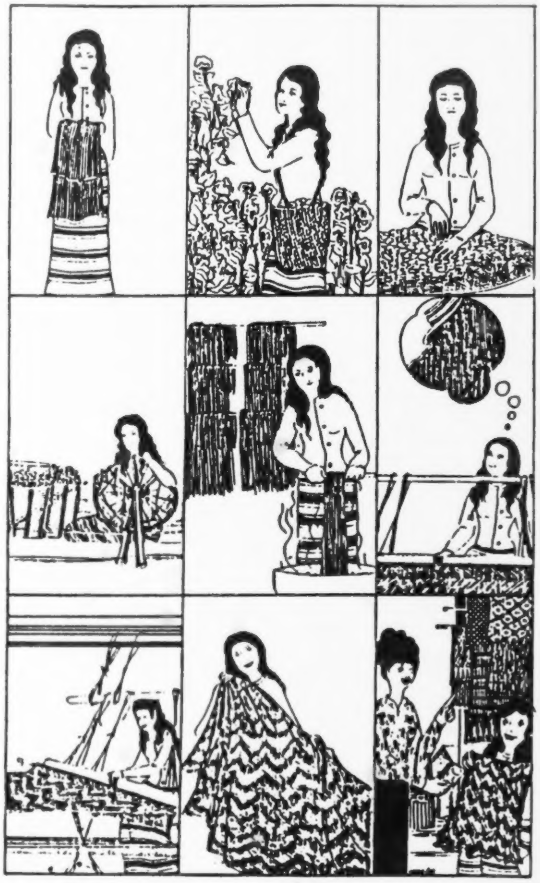
49 Skills Assessment

- On a table in the center of the class, place pictures of people performing a variety of specific tasks or skills. Ask one person from each group to go to the table and select one picture that illustrates a skill that the people in that group possess. (Distribute tape so that the students can post the pictures they select on their section of the wall.)

SKILL VISUALS



SKILL VISUALS



- Continue with other group members selecting relevant pictures until all the pictures are chosen. Or, ask the students to draw pictures of themselves performing specific skills.
- Have each group explain the specific skills the group members possess. Encourage questions and discussion from classmates.

c The Chart. Students identify the jobs they have had and the skills they have demonstrated for each job.

- Distribute a SKILLS IDENTIFICATION worksheet (see Appendix) to each student. Instruct the students to list the jobs they have had in the top section of the paper. They then read the skills listed on the left and check the boxes indicating jobs which used those skills.
- You may need to draw a large sample of the worksheet on the blackboard and review it as a class before having the students work individually.
- Circulate around the room to check each student's progress. After the worksheets are completed, ask volunteers to share some of their skills with the rest of the class by explaining what they were able to do in certain jobs. Encourage students to keep these skills worksheets as reference for completing job applications. (You may want to collect them and return them to the students during Lesson 52, "Personal Employment Data.")

4 Assessment

Skill Activity. Students demonstrate some skills related to jobs in the U.S.

- Instruct the students to return to the same employment groups they formed in Activities 3a and 3b, and participate in mini-simulations of job experiences in the U.S. Assign each group a job based on the skills the group members possess. (You may want students to form larger groups for this activity.)
- Some suggested activities:

farmers	plant flowers/ trim bushes outside classroom
students	file cards by letter
seamstresses	use a power sewing machine

- Give directions in English. Encourage students to ask for clarification (in English) when necessary.
- Combine with other classes and teachers to make this most effective.
- After the activities are finished, ask students to identify the skills they just used. How did they learn them? How else might they learn new skills? Why is it helpful or important to identify one's skills?

Notes

Preparation

Prepare "visual resumes" for Activity 3b, "Visuals," and cut them up into individual pictures to be selected by the students.

The Assessment activity will take a lot of preparation. From background surveys of your students (taken early in the course), determine which employment groupings you will need to have and some kinds of jobs in the U.S. that use similar or related skills. Gather materials as appropriate.

Language

Advanced Vocabulary. skill, sell/sold, study/studied, experience, planning, measuring, using _____ tools.

Advanced Structures. I enjoy _____. I'm good at _____. I'd like to learn how to ______.

Variation

Distribute a simplified skills worksheet that lists a variety of specific skills (e.g. I can cook. I can plan a menu. I can chop trees. I can ...). Instruct the students to circle or check each ability that they have.

Appendix

worksheet: skills identification, page 415

Concerns

Throughout this lesson, encourage the students to identify their more "abstract" skills (e.g. planning, organizing, decision-making, etc.) as well as their more "concrete" skills. Also, remind them of the importance of identifying one's skills in order to be better able to find suitable employment in the U.S.

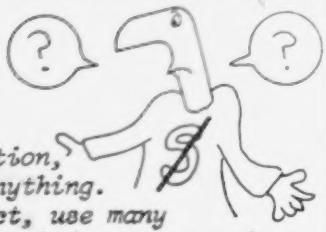
49 Skills Assessment

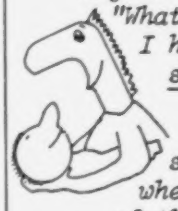
Bits and Pieces

1 *A SKILL is an ability to do something, gained through knowledge, practice and training. It may be "concrete" (e.g. sewing clothes, repairing bicycles, calculating expenses) or "conceptual" (e.g. observing, solving problems, determining priorities).*

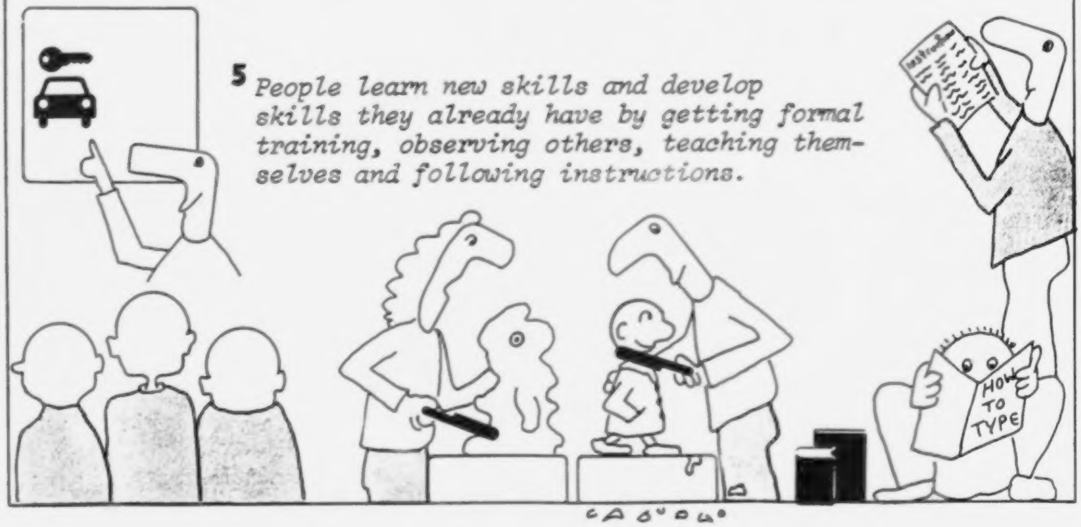
2 *In order to get a job in the U.S., people must prove to potential employers that they will be valuable employees--that they have the necessary skills or the ability and desire to learn new skills.*

3 *Identifying their skills, then, must come first. The next step is to figure out how those skills can be transferred to the U.S. job market. After deciding what job to apply for, people have to explain their experience and skills (along with their positive personality characteristics) to the person who may hire them. It may seem like a long and complicated process, but a SKILLS ASSESSMENT as step number one will help people get going.*





4 *Everyone has skills. Sometimes it is difficult to define them clearly. People may be frustrated and want to answer the question, "What can you do?" by saying, "I can't do anything. I have no skills." Refugee adults, in fact, use many survival and adjustment skills to get to their country of asylum, to live in the refugee camps and to get to the U.S. They, of course, have learned, developed and used many other specific skills during their time in their native country, whether they were dealing with people, working, taking care of things around the house, using money, etc., etc., etc.*



5 *People learn new skills and develop skills they already have by getting formal training, observing others, teaching themselves and following instructions.*

A SKILLS INVENTORY: *I can...*

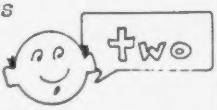
A *Using Hands or Body*

☐ *drive (a truck, a car)*
☐ *cook*
☐ *paint (a house, a picture)*
☐ *dance*
☐ *plant (crops, flowers)*
☐ *harvest*
☐ *lift heavy objects*
☐ *build (a house, a table)*
☐ *repair (bicycles, radios, watches)*
☐ *work outdoors*
☐ *sew (by hand)*
(with a power sewing machine)
☐ *use a saw*
☐ *make jewelry*
☐ *solder*
☐ *embroider*
☐ *care for children*
☐ *play (soccer, basketball)*
☐ *type*
☐ *take pictures*
☐ *weave*
☐ *carve wood*

B *Using Mind/Thinking*

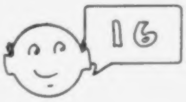
☐ *organize*
☐ *analyze*
☐ *follow directions*
☐ *classify objects or information*
☐ *research*
☐ *plan*
☐ *teach*
☐ *sell*
☐ *care for children*
☐ *solve problems*

C *Using Words*



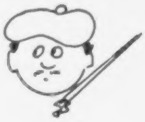
☐ *read (English)*
☐ *write*
☐ *communicate (in English)*
☐ *convince others*
☐ *counsel others*
☐ *sell*
☐ *direct others*

D *Using Numbers*



☐ *count*
☐ *compute numbers*
☐ *manage money*

E *Using Artistic or Performing Abilities*



☐ *act*
☐ *dance*
☐ *sing*
☐ *design jewelry*
☐ *embroider*
☐ *play a musical instrument*
☐ *design weavings*
☐ *design wood carvings*

F *Using Cultural Adjustment Skills*

☐ *observe*
☐ *assess needs*
☐ *set goals*
☐ *determine priorities*

Note: Simplify or expand this list as appropriate for each particular audience.

Planning

HE'S A
JACK OF
ALL
TRADES

Lesson 50

Attitudes Toward Work

"I plan to stay with this job because I might be promoted soon."

People often choose to take, keep or leave jobs because of their attitudes toward work in general or toward a particular job or jobs. This lesson helps students compare some common American attitudes toward work with their own and to understand possible consequences of the actions they take related to work.

Objectives The students will be able:

- to identify some common American attitudes about people and their work.
- to determine priorities in aspects of their work and work environment.
- to name at least three factors which may determine what jobs they take.
- to describe the concept of job mobility.
- to identify and suggest solutions for conflicts resulting from differing attitudes toward work.

50 Attitudes Toward Work

Rationale

All refugees who are able are expected to work after resettling in the U.S. That expectation is based on a commonly-held American belief that everyone who can work should. Refugees who choose not to meet this or other expectations may experience the consequences of people having a negative attitude toward them.

Skills

determining priorities

clarifying attitudes

identifying problems

solving problems

weighing options

Materials

Item	Quantity	Activity
blank paper	1 per student	2a
paper doll	1 per class	3a
cube (or die)	1 per group	3b
board game: job mobility*	1 per class	3b
playing pieces*	4 per class	3b
worksheet: attitudes*	1 per student	3c
case studies*	2-3 per class	4a

* preparation needed before class

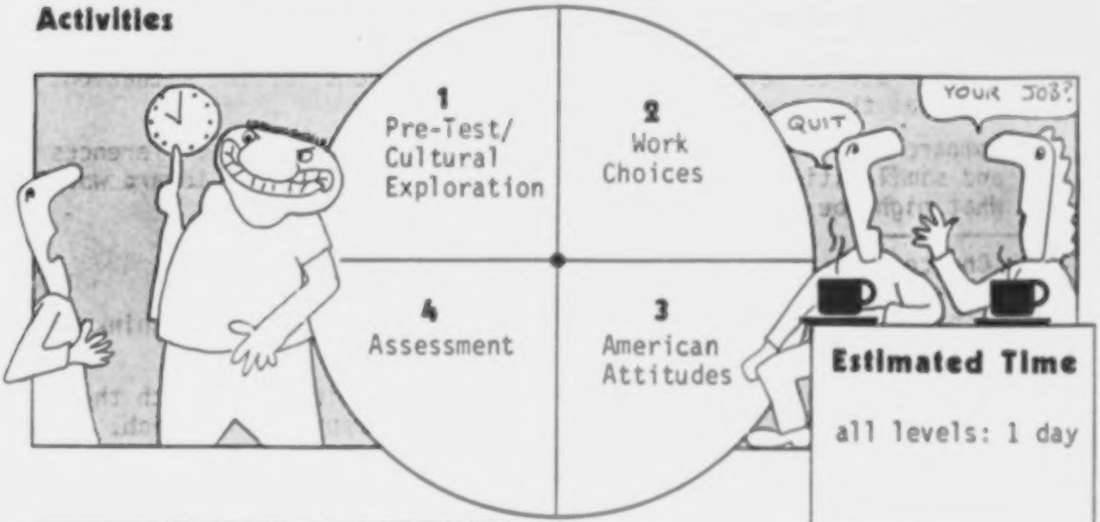
Language

Should I __________?

Is it O.K. to _____?

Vocabulary		Literacy
work	try	
job	ask	
late		
on time		

Activities



Estimated Time

all levels: 1 day

1 Pre-Test/Cultural Exploration

Concept of Work. Students compare their personal concept of "work" and some general American concepts.

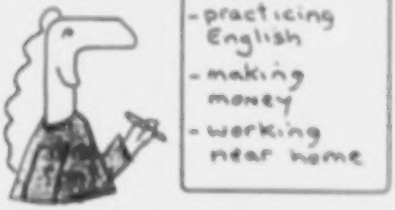
- Pose questions for the students to answer. Encourage each student to answer some questions. Focus the questions on the students' native country.
  * How do people define "work?" (Do they think people are working if they are harvesting rice, singing, selling noodles, selling something for money, sewing, raising animals, giving advice to friends, etc.?)
  * At what age do people usually start working?
  * Do people work specific hours in each day?
  * Do people get paid with money? Do they get paid by the hour/day/week/month or by the amount they produce?
  * What would happen if a person didn't show up for work one day?
  * What would be reasons for firing someone?
  * Do people take breaks while working? How often? How long? How do they decide when to take a break?
  * Are people with physical handicaps supposed to work?
  * Are women expected to work inside or outside the home? Men?
  * How do people decide what job to do (heredity, personal decision, family or government decision, etc.)?
  * Do people usually stay with one job (or one employer) for their whole life?

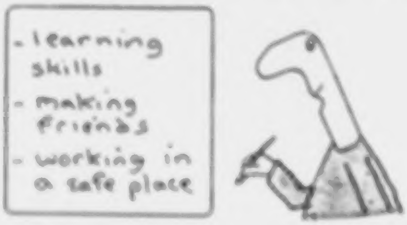
- Repeat the questions, this time focusing on life and work in the U.S. Be sure to include the questions, "Why?" or "Why not?" as appropriate to help them understand the reasons for the situations to be as they are.
- Compare the two sets of answers. What are some of the differences and similarities in terms of concepts of and attitudes toward work? What might be some reasons for the differences?

2 Work Choices

a Priorities. Students determine the aspects of a job they think are most important.

- Lead a Values Inventory (see Techniques) activity in which the students name some things they think are important in a job. Give some examples of possibilities (e.g. safe working environment, possibility of improving English). List their responses on the blackboard.
- Review the list as a class. Ask students to work individually to place these suggestions in order of importance to them. What are their priorities in terms of work or a workplace environment? Encourage them to share their ideas with the whole class and to explain why they think one aspect of a job is more important than another.





b Diversity and Limitations. Students name factors which may determine what jobs they take.

- Ask the students if they think that all jobs are important. Why or why not? What would happen if nobody did certain jobs (e.g. collecting the garbage or making clothes) or if everyone did the same kind of work?
- In the students' native country, were there any factors that limited their choice of an occupation? What were they? Ask the students to think of some things that may limit people's choices in the U.S. and to name at least three. Add or clarify information as needed. Explain that while there is great diversity in the kinds of work people do, there are also factors which influence and limit job opportunities (e.g. personal talents and education, job openings, geographical location, season of the year, employment/unemployment situations).

c Quitting. Students explain reasons for which they would quit a job.

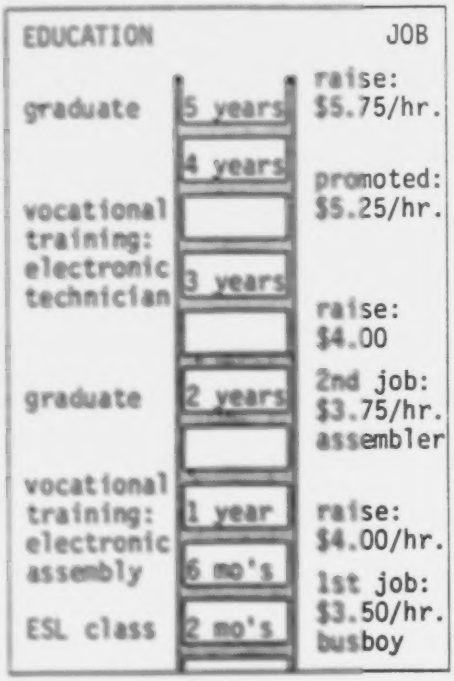
- Have each student state one thing that would make him or her want to quit a job. List each suggestion on the blackboard.

- Review the items listed. For each item, ask the class to vote on whether they also would want to quit for the same reason. Compute the voting scores to determine which reasons seem most appropriate to the majority of the students.
- Go over the reasons with the highest number of votes. Along with the students, determine which reasons would be considered most reasonable and appropriate in the U.S. and why.

3 American Attitudes

a Ladder. Students determine a possible time line for schooling, finding a job, getting a raise, etc. in the U.S.

- Draw a ladder on the blackboard, with the headings EDUCATION and JOB on either side.
- Using a paper doll character as a refugee, ask the students when this person will start ESL classes after arrival in the U.S. (Maybe one to six months later.) Label the ladder with their response.
- Keep moving up the ladder of this refugee's life, determining along with the students how long it might take to reach each new step.
- Ask the students how they feel about taking five or ten or more years to reach certain goals.


EDUCATION
JOB
graduate
5 years
raise: $5.75/hr.
4 years
promoted: $5.25/hr.
vocational training: electronic technician
3 years
raise: $4.00
graduate
2 years
2nd job: $3.75/hr. assembler
vocational training: electronic assembly
1 year
raise: $4.00/hr.
6 mo's
1st job: $3.50/hr. busboy
ESL class
2 mo's

b Moving Up. Students describe the concept of job mobility.

- Introduce and explain the "Job Mobility" board game. Have students form five groups, with each group choosing a colored playing piece. Begin by placing all the markers on the START square. Instruct the first group to roll a cube and move the marker the indicated number of spaces, counting the START square as "one." (This space identifies the job held by members of that group.) Ask each group to follow in turn. They should all then place their markers on the first SALARY square and wait to take their turn throwing the cube.
- The next squares on which they land will identify their work attitudes and habits. Each group must follow the instructions written on their "square."
- Continue until the first group reaches the last square--the Big Promotion.

Job Mobility Board Game

START

sewing machine operator
$4.25/hr.

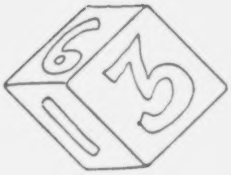
motel maintenance worker
$3.75/hr.

hospital orderly
$4.00/hr.

restaurant dishwasher
$3.50/hr.

factory assembly worker
$5.00/hr.

Land on or pass this square: collect weekly salary.
SALARY



You attend special training classes after work.
Move ahead 3 squares.

It is Sunday. Rest here until your next turn.

You are late to work 5 days. Lose job.
Back to START.

You are very sick and call to tell your boss.
Move ahead 3 squares.

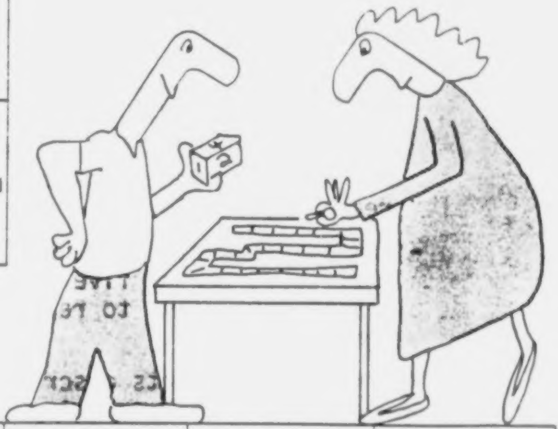
Land on or pass this square: collect weekly salary.
SALARY

You have stayed with this job 6 months.
Move ahead 2 squares.

You are on vacation. Stay here until next turn.

You always ask for clarification when you don't understand instructions.
Move ahead 4 squares.

You refuse to change to another position in the same company. Lose job.
Back to START.



Land on or pass this square: collect weekly salary.
SALARY

You are making some friends at work. You invite them to a movie with you.
Move ahead 2 squares.

Good worker: You receive a New Year bonus of $50.00.

It's Sunday. Rest here until your next turn.

Your boss yells at you. You are angry and quit job.
Back to START.

BIG PROMOTION
Add $2.00 to hourly wage. Collect new weekly salary.

- Review the game with the students. How did they feel when they received their salary? How did they feel when they were promoted? How did they feel if they never got promoted? What attitudes and habits led to promotions? Why?
- Ask the students to explain different aspects of "job mobility" in terms of how and why people may change jobs (e.g. same job with salary raise; promotion within the same organization; movement to a high-level job in another company).

c Society's View. Students identify some common American attitudes about people and their work.

- Distribute a worksheet to the students on which they must fill in the blank spaces with the word or phrase that is most appropriate. (Have the worksheet translated into the students' native language, if necessary. For non-literate classes, present this activity orally.)

ATTITUDES TOWARD WORK

The people you work for expect you to 1) ______ on time. They expect you to come 2) ______ unless you are very 3) ______ . You should take time off only when you have 4) ______. You are expected to work as 5) ______ as you can during the time you are at 6) ______. The people you work for 7) ______ a day's 8) ______ for a day's 9) ______.

If you are 10) ______, you may be expected to work if you are able. There are special 11) ______ programs available in many areas.

People might not pay attention to what job your 12) ______ had, or to your family 13) ______. Instead, people care more about the position that you hold now. When people meet each other for the first time, they may ask, "14) ______?" Almost everyone agrees it is important to do some kind of work.

Many people believe it is fine to start with a 15) ______ job and through hard work and a positive 16) ______ to move-up to a 17) ______ job. It is important to have a good 18) ______ to show employers that you are reliable and perhaps deserve a 19) ______.

(1) - (11)

everyday
work
handicapped
pay
arrive
permission

expect
training
sick
hard
work

(12) - (19)

what kind of work do you do?
low-paying
work record
parents
promotion
better
name
how much money do you make?
attitude
(one extra answer is listed)

- Review and correct the worksheets as a class. Have students identify and discuss the American attitudes toward work that are mentioned on the worksheet. Why do they think many Americans believe these things about people and their work? Do the students share some of these attitudes?

4 Assessment

Refugees in the U.S. Students identify and suggest solutions for conflicts resulting from differing attitudes toward work.

- Present Case Studies (see Techniques) of refugees who are experiencing conflicts related to work. Follow each case with questions.

> Soon after resettling in the U.S., T.J. and S., a married couple, got jobs in factories. T.J. worked in a furniture factory and S. worked in a garment factory making clothes. Both worked from 8:00 a.m. to 5:30 p.m. They have two children, four and five years old, who stayed at a child care center while the parents worked. S. received her first check from the garment factory. She earned the same amount of money that it cost to keep her children in the child care center. T.J. told S. that she had to stay home and take care of the children herself because it was not worthwhile for her to work. S. didn't want to quit the job.

* What was the conflict? How might it be resolved?
* Why did T.J. think his wife shouldn't work?
* Do you agree or disagree with him? Why?
* Would you change your answer if you knew that S. would get a pay raise every six months?
* Who do you think should make the decision about whether S. should continue to work or not?
* Can people find jobs easily in the U.S.? Can people change jobs? Might they get promoted?
* What benefits might there be if S. continues working?

> Y. arrived in the U.S. with her three children. Y. had worked as a nurse in her country. On arrival, her sponsor offered her a job in the supply room at a local hospital. Y. refused the job offer. Her sponsor was angry.

* Why do you think Y. might have refused the job?
* Do you agree with those reasons? Why/why not?
* What benefits might there be for Y. if she took the job?
* How might this conflict between Y. and her sponsor be resolved?

- Present additional cases about work-related problems, including someone who leaves a job because it is of lower status than his job in his native country, someone who is told to transfer to another section of a company and refuses because she wants to stay where she is comfortable, etc.

Notes

Preparation

Draw the board game for Activity 3b, "Moving Up," on large posterboard. Make the words and pictures large and clear enough so that everyone can see them. Paint bottlecaps or use different colored paper as playing pieces.

Language

Advanced Vocabulary. attitude, promotion, work record, handicapped, training, upward mobility, opportunity, quit, raise, child care.

Advanced Structure. How soon might I get a promotion?

Variations

In the "Pre-Test/Cultural Exploration" activity, ask students to draw pictures showing themselves at work in their native country. Use the pictures for reference as you pose questions about their concepts of work.

Lead a discussion by asking the questions, "Would you work if you didn't have to? Why or why not?"

Present Letters from refugees (see Techniques) in which refugees tell of their attitudes toward work in the U.S.

See Lesson 24, "Roles of Women and Men" and Lesson 27, "Marriage and Divorce," in Settling In, Book 1, for related information and activities.

Concerns

Many ideas in this lesson may be new for students from a rural background with limited contact with urban or western concepts of work. Limit the scope of the lesson to suit your students' needs.

50 Attitudes Toward Work

Bits and Pieces [1] Attitudes are the ways people feel about or view things. A person's attitudes toward finding and keeping a job influence that person's chances of succeeding in the U.S. job market.

[2] The U.S. was founded by people with an independent spirit who took their own initiative to work hard and establish a new country. Independence, initiative and hard work are still highly valued qualities in American society. Those qualities influence attitudes and beliefs held by many people in the U.S.

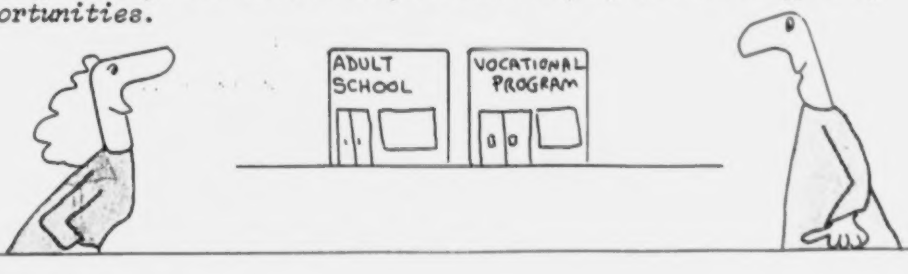
[3]

Many Americans believe:	Possible work-related effects:
Individuals can influence the future and change or improve the environment.	Individual jobs within a company are important. Each position may be related to and affected by others. People should always do the best they can.
People must be realistic in their goals.	A high unemployment rate is a reality in many regions of the U.S. Job opportunities vary. Employers want people with skills relevant to the job. A person's experience, education and abilities may limit possibilities.
People should be motivated--take individual initiative.	Interviewers look for people who are genuinely interested in having that job and who demonstrate initiative.
People should use their time efficiently, not waste it.	Many jobs in the U.S. pay by the hour. Employers expect to get the most for their money by having employees work steady and hard during working hours.
Everyone who is able should work.	Those who are able to work but depend on the government for support may be considered a burden on society. This may damage a person's work record.
The best qualified people should be given the available positions.	Family relations or status in the community should not influence employers' hiring practices.
An employee can be fired if he or she does not perform well.	Employers worry more about the success and productivity of their company than they do about an employee's "loss of face."
Anyone can start at the bottom and climb to the "top" by working hard.	Everyone is supposed to have the chance to succeed through a system of equal opportunities. This isn't always the case, but the belief is that even a busboy, through hard work, can rise to be a manager one day.

Many Americans believe:	*Possible work-related effects:*
An employee can quit if he or she so chooses.	*Anyone leaving a job must give notice with valid reasons. Failure to do so may make it difficult to get good references and establish a good work record. Valid reasons may include: finding a more challenging or better-paying job, suffering discrimination on the job or returning to school for more training.*
An employee should be flexible.	*People may be asked to do whatever is necessary to get the job done, including things that were not mentioned originally as specific duties.*
Change leads to improvement; change is a reality.	*The employee is part of an organization or company, a resource to be moved when necessary. If one position is no longer needed, an employer may ask a worker to change to another position.*
People and systems need to be evaluated.	*Rewards and promotions are based on evaluation of job performance. People are held* ***responsible*** *for their work.*
It is healthy to use free time for relaxation and having fun.	*Work is hard and the pace of life in the U.S. may seem fast. Time for work is strictly regulated. It is good to set aside time for relaxation outside of work hours.*
Status is achieved, not inherited.	*A person's "family name" usually has little influence on a person's individual status. It is a person's work and performance on the job that influence how others view him or her.*

4 *Jobs (at any level) provide opportunities to earn a living, to learn from experience, to establish a good work record (to help "move up" the career ladder), to improve one's English, to be a positive role model for the family and to prevent isolation in the community.*

5 *Education related to employment (e.g. vocational programs, adult school, college courses) also provides many of the same types of opportunities.*



Planning

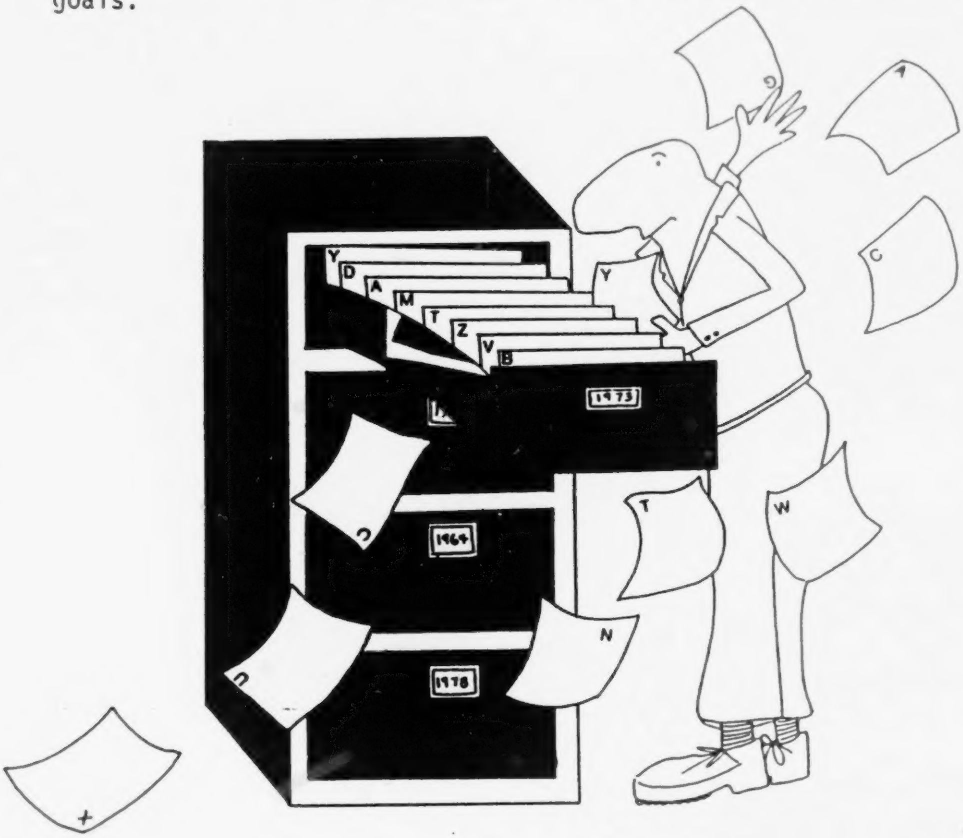
A BAD
WORKMAN
BLAMES
HIS TOOLS

Lesson 51

Jobs in the U.S.

"I used to be a student. Now, I want to be a file clerk or typist."

Refugees usually cannot find employment in the U.S. to match their previous occupations. This lesson familiarizes students with types of jobs available and helps them determine realistic short-term employment goals.



Objectives The students will be able:

- to name at least five entry-level jobs and identify skills that can apply to those jobs.
- to describe basic characteristics of entry-level, advanced-skilled and professional jobs.
- to describe some types of targeted employment programs.
- to identify jobs which utilize their personal skills.
- to set realistic goals in terms of likely employment.

51 Jobs in the U.S.

Rationale

Before people can realistically determine what jobs they might be able to do, they must be familiar with what kinds of jobs are generally available for refugees with their background and experience and skills. It is also helpful for them to be aware of the diversity of jobs available based on region of the U.S., season or other factors. By recognizing how the skills and experiences they possess can be related to the U.S. job market, the refugees can gain confidence in their ability to find and keep a job.

Skills

- observing
- assessing needs
- setting goals

Materials

Item	Quantity	Activity
letters from refugees: jobs*	3-5 per class	1
flashcards: newcomers*	3-4 per class	2
video or slides: entry-level work*	as available	3a
chart: job characteristics I*	1 per class	3a
video or slides: other work*	as available	3b
chart: job characteristics II*	1 per class	3b
chart: work fields*	1 per class	3b
case studies: job attitudes*	3 per class	3c
map: students' native country	1 per class	4
map: U.S.	1 per class	4
flashcards: employment programs*	4-5 per class	4
pictures: people at work*	10-12 per class	5

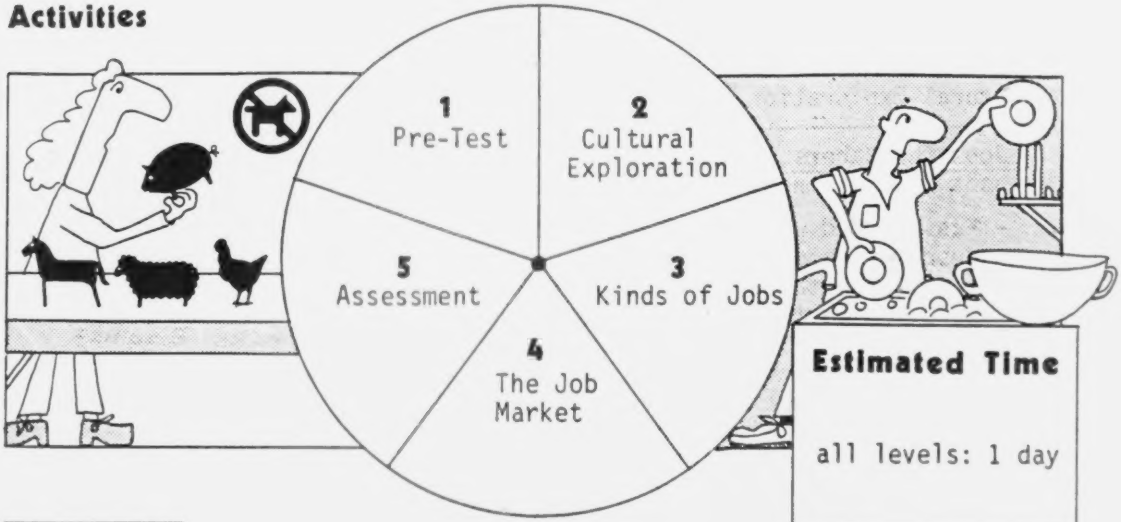
* preparation needed before class

Language

	Vocabulary		Literacy
I can ________. I know how to _____. I was a __________. I can be a ________.	nights days hours inside outside cook ___ food fix _____ clean _____ make clothes	job work (names of entry-level jobs) speak English	(occupations)

51 Jobs in the U.S.

Activities



Estimated Time

all levels: 1 day

1 Pre-Test

Jobs For Us. Students name jobs they might get after arrival in the U.S.

- Lead a Brainstorming session (see Techniques) in which students state various jobs they think they might be able to get in the U.S. Ask them to share information they received from friends and relatives already in the U.S. What jobs are refugees getting?
- Present some Letters from refugees (see Techniques) in which people describe their first jobs in the U.S.

  * "I've worked in the restaurant for one week...I'm a dishwasher. I get paid $3.50 an hour and I work eight hours per day. I don't like it at all, but you know I have to work and earn some money...I don't want to work in the restaurant my whole life; I have to study more, and then I will get a better job."

  Khmer woman (Muskogee, Oklahoma)

  * "We felt ashamed to write you when we couldn't tell you about a job. I got my job on the 23rd of November working in the factory to put something together that is part of the airplane motor. They pay me $4 an hour. I work in the night shift from 3:30 until midnight...Now that I have my job we like to be optimistic people."

  Khmer man (Provo, Utah)

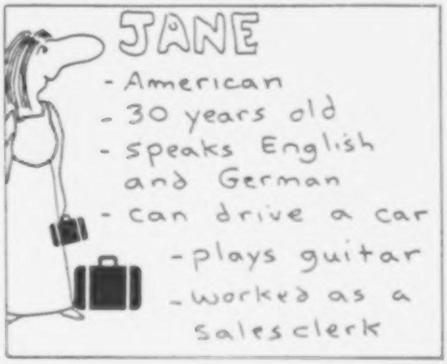
  * "I've gotten a full-time job as a dressmaker. I don't like this job at all, but as I told you before. I don't want welfare or people to underestimate me."

  Vietnamese woman (Bethlehem, Pennsylvania)

- Why do the students think these people took these particular jobs? What other jobs might be available for them in the U.S.?

2 Cultural Exploration

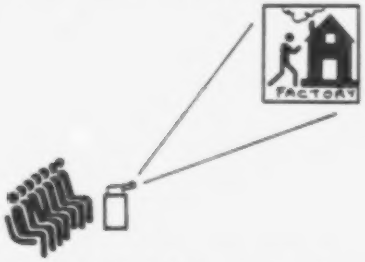
Jobs for Others. Students match the backgrounds of people to possible jobs in their native country.



- Pass a card with an illustration and description of a person to one student. Ask the student to hold the card facing the class so that everyone can see it. Explain that the person described on the card is a newcomer to the students' native country. How will this person survive? What kinds of jobs would be available for him or her considering the person's background (as shown on the card)?
- Continue with two or three other examples. Lead a discussion about the kinds of jobs that newcomers, with little or no ability in the language, might be able to find in their country. Are the jobs limited? In what way? Why?

3 Kinds of Jobs

a Entry-Level. Students describe basic characteristics of entry-level jobs and identify some skills needed for particular jobs.



- Show Video Tapes or Slides (see Techniques) of people working at entry-level positions in the U.S. Stop the presentation frequently to check if students understand what is happening in each scene. What is the person doing? What is the job title? Where is the job being performed (inside, outside, in a school or factory, etc.)?
- For each job presented, ask the students what skills the worker must possess in order to do the job well. Should the worker have had a certain amount of training or related education? How much English must this person use at work?
- Post a blank chart of jobs, characteristics and related skills. As students offer ideas, complete the chart. (See chart on following page.)

JOB	ENGLISH NEEDED?	PAY?	TRAINING NEEDED?	EDUCATION NEEDED?	SKILLS?
Janitor					
Agricultural Worker					
Food Service Worker					

- Review the chart as a class.
  - * What general statements can you make about entry-level jobs in terms of salary and previous training, education or skills needed?
  - * What are other characteristics of many entry-level jobs?
- Explain that most refugees who work initially have entry-level jobs in the U.S. Why might that be the case?

b Skilled and Professional. Students describe the differences between entry-level skilled, advanced-skilled and professional jobs.

- If available, show Video Tapes or Slides as in the previous activity. Vary this by showing photographs or drawings of people performing different tasks at various jobs. Proceed as above.
- Post a second chart, similar to the one describing entry-level jobs, but with an additional section for certificates or licenses. Complete it as students offer ideas.

FIELD	ENGLISH NEEDED?	PAY?	TRAINING NEEDED?	EDUCATION NEEDED?	SKILLS?	LICENSE OR CERTIFICATE?
ADVANCED SKILLED WELDER						
HAIR DRESSER						
PROFESSIONAL PHARMACIST						

- Correct and add information as needed.
- With the students, compare the two charts in terms of job characteristics (e.g. salary level, previous training or education required, types of skills, licenses). Elicit from the students the differences between these types of jobs.
- Remind the students that for all jobs in the U.S., motivation and a desire to do well are important. Also, a person working in one type of job doesn't necessarily have to work in that type of job permanently. It's possible to advance within a field of work by gaining additional skills or experience. Present the following chart and discuss:

WORK FIELDS

FIELD	ENTRY-LEVEL SKILLED	+ ADDITIONAL SKILLS/EXPERIENCE	+ LICENSE OR CERTIFICATE	+ ADDITIONAL EXPERIENCE/EDUCATION
Food Service	* bus boy/girl * dishwasher * cannery/packaging worker	chef food caterer		restaurant/food plant manager
Medicine/Hospitals	* maintenance worker * hospital orderly * "candy striper" (nurse/file clerk aide)	medical secretary	laboratory technician	nurse doctor
Automotive	* service station attendant * assistant auto mechanic	auto mechanic	local truck driver	

c Attitudes. Students clarify their attitudes toward the jobs they may get initially in the U.S.

- Present three Case Studies (see Techniques) of refugees whose first jobs in the U.S. were very different from their jobs in their homeland.
- For each story, have students answer clarification questions:
    - * What was _____'s previous job?
    - * What is _____'s current job?

  Also, ask some interpretation questions:

* How do you think ___ feels about his or her present job?
* Why might _____ have taken that job?
* How might community members regard _____ now? Why?

CASE STUDIES

O was a successful business person in his native country. He was well-known in his community. He had a lot of money and a large family to spend it on. In the U.S., O tried to find a job in a small business, even though he didn't like the idea of working for someone else. After months, the only job he found was as a night janitor in a bank. During the day he studied English and hoped he would later get a better job.

M was a village leader in his homeland. Highly respected for his wisdom and his skill at playing traditional instruments, M was always asked to make important decisions for others. After being in the U.S. for awhile, M took a job in a food cannery. He complained that the work was boring, but he didn't have to use much English so that was OK.

T had been a medical student in her native country. Several years had passed since she was in school. With her experience and her English ability she was able to get a part-time job as a nurse's aide in a nursing home. She also went to school to take some basic science courses, hoping that she could enter a nurse training program. Though she originally wanted to become a doctor, she felt that the English and the education required would be too much for her, so she decided to become a nurse.

- Ask students to identify the benefits these people might get from their jobs (e.g. job experience, steady income, feeling of self-reliance).
- How would the students feel if they were these people? What jobs do they expect to get? How would they feel if they couldn't get the jobs they wanted?

4 The Job Market

What's Available? Students describe some targeted employment programs and identify reasons for differences in job availability.

- Post a map of the students' native country. Ask them to point out different regions of the country (e.g. mountains, deserts, urban centers). Have them identify types of jobs in the various regions. Are most of the people in one area rice farmers? Do other regions have different main crops? Is industry just in one area? Etc.
- Ask the students to explain the reasons for differences and similarities among available jobs in the various regions.
- Show a U.S. map. Review with the students the diversity of geography and weather in the U.S. How might this affect job availability? Clarify and add information as needed--including job choices in small towns, rural areas and large cities. Offer further information about fields concentrated in certain areas (e.g. electronics work in California).
- Refer to the U.S. map. Ask questions: Where have most refugees settled? Which states (and parts of those states) have the majority of refugees? Which other states have large refugee populations? What might this mean for refugee-specific employment programs?
- Explain the programs that are available in some locations. Remind students that this is a brief overview and some programs may change or may not be available in their area. Other programs may be.
- Discuss non-refugee employment programs designed for special-need groups (e.g. youths, summer employment, women, low-income). How might people find out about the programs in their area?
- Post flashcards naming some specific employment programs that would be relevant for your students.
- Instruct each student to choose one program and explain why he/she would contact it and suggest what might be gained.

5 Assessment

What's Good for Me? Students identify jobs which utilize their personal skills and set goals in terms of likely employment.

- Refer students to Lesson 49, "Skills Assessment," in which skills are identified. Ask students to list or name personal skills and interests. What do they know how to do? What do they enjoy doing?
- In advanced classes, have students individually list interests, skills they have, and skills they could develop once in the U.S. In beginning classes, do this in a large group--recording ideas on the blackboard in words or pictures.
- Post pictures of people at work in the U.S. Have the students match their skills and interests to the jobs pictured. Point to one of the pictures and ask all students who selected that job to stand and explain why they think they would be able to do that job. Continue with all the pictures.
- Ask students to identify jobs they are not interested in and to explain why. Clarify or add information as needed to help them determine realistic and practical reasons for their preferences.

Notes

Preparation

For many of the activities, you need to design materials and questions suitable to your students' abilities, interests and backgrounds ahead of time.

Language

Advanced Vocabulary. shift, skill, entry-level, professional, repair, cut hair, draw, type, training, experience, education, license, certificate, minimum wage.

Advanced Structures. Which job is better? Which job takes more experience? I've studied _____. I haven't had any job training. I'd like to study _____. I'd like to be a _____.

Variations

When discussing skills needed in various entry-level jobs, demonstrate how to operate some job-specific tools or machines (e.g. soldering iron, mop and pail, power sewing machine, vacuum cleaner). Give students the opportunity to practice using the equipment, too. Ask them to identify the skills involved.

Elicit from the students how their personal hobbies might be helpful in their future employment. What are some possibilities of developing the hobbies into income-earning employment? (Help them keep their expectations realistic.)

Concerns

Students unfamiliar with common types of jobs in the U.S. need to take the process of identifying specific activities and skills step-by-step. Be sure that all students have identified at least one or two jobs which they feel they could do in the U.S. Students from professional or high-ranking employment backgrounds may find the adjustment to entry-level work humiliating or frustrating. It is especially important to help them understand the reasons for the usual pattern of starting in one field or position and the possibilities for moving to another.

51 Jobs in the U.S.

Bits and Pieces

1 *Refugees and immigrants do not usually get the kinds of jobs they had in their native country because:*

- *some of those jobs are not available in the U.S.*
- *specific skills or language required for certain jobs*
- *licenses or certificates may be needed*
- *unemployment is very high in certain areas*
- *newcomers need to first establish a work history*

2 *TYPES OF JOBS RECENTLY ARRIVED REFUGEES HAVE BEEN GETTING IN THE U.S.:*

food service (dishwasher, busperson, or work in food preparation, packaging, catering service)

maintenance (janitor, hotel or hospital maid--hotel work may be seasonal--janitorial work "on call" with a service that sends people to different places as needed)

light assembly work (electronics, children's toys, etc.)

gardening/landscaping

sewing (power sewing--sometimes piecework--some companies train applicants to use industrial machines)

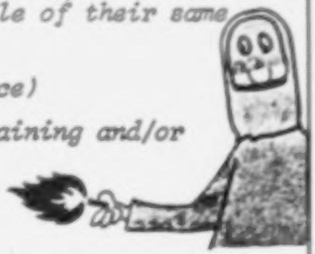
light machine operation (cutting plastic bags, stamping metal parts, etc.)

shipping and receiving or packaging

work in small companies (owned or managed by people of their same ethnic group)

welding (for people with training and/or experience)

advanced electronics assembly (for people with training and/or experience)



3 *SKILLS RETRAINING AND CERTIFICATION*

**** If a refugee enters the U.S. with a high level of education or experience in a certain field, he or she might be able to take a job in that field on a probationary period. In some states, re-certification in professional fields is possible through official examinations. Check this out with a local job development agency or VOLAG.*

There are many advantages to taking an entry level job: People can earn a living, learn from experience, establish a good work history, learn about U.S. society, improve English and meet potential friends.

Even part-time or "on call" jobs have advantages. They get people in the employment "system" so they are familiar with work. They help people gain some experience and perhaps make contacts for other positions.

4 JOB CLASSIFICATION:

Entry-Level Skilled	Advanced Skilled	Professional
- low or minimum wage - maybe piecework - can be repetitive - often no experience needed - sometimes little English needed	- need specific skills gained through trainings - may need a license or certificate - usually need previous experience or training - wage higher than for entry-level work - level of English needed varies	- usually a high salary - requires years of specialized education - can be prestigious - requires a license or certificate - requires a lot of English
Examples: motel maid, gas station attendant, light assembly worker	Examples: welder, secretary, laboratory technician	Examples: pharmacist, teacher, lawyer, doctor

5 Once people have identified their skills, they need to figure out how to transfer them to jobs available in the U.S. Specific skills (e.g. cutting rattan, designing and making baskets) and qualities (e.g. attention to detail, fast worker) can be generalized--measuring, using tools, working long hours, good with hands--and then applied to a variety of jobs in the U.S.--detailed assembly work, food preparation work, etc.

6 All across the U.S. there are programs to help people train for or find employment that will put their skills to use. The programs are considered "targeted" if they aim to assist a specific part of the general population. Programs and their availability differ from place to place. People can find out about programs in their area from their local State Employment Office, volag or MAA.

7 SOME TYPES OF PROGRAMS:

Refugee-Specific

usually available in areas with large refugee populations

Homebound Women

may provide child care facilities during job training or on-the-job; special training classes

Youth

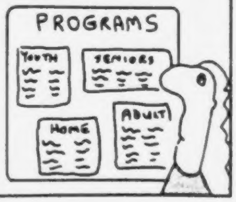
focus on youth (age 16-21) from low-income families; part-time or seasonal work

Older Worker

job placement for people 50 or 55 and older

Adult, Low-Income

temporary or permanent jobs or training for people age 18 or older



51 Jobs in the U.S.

Planning

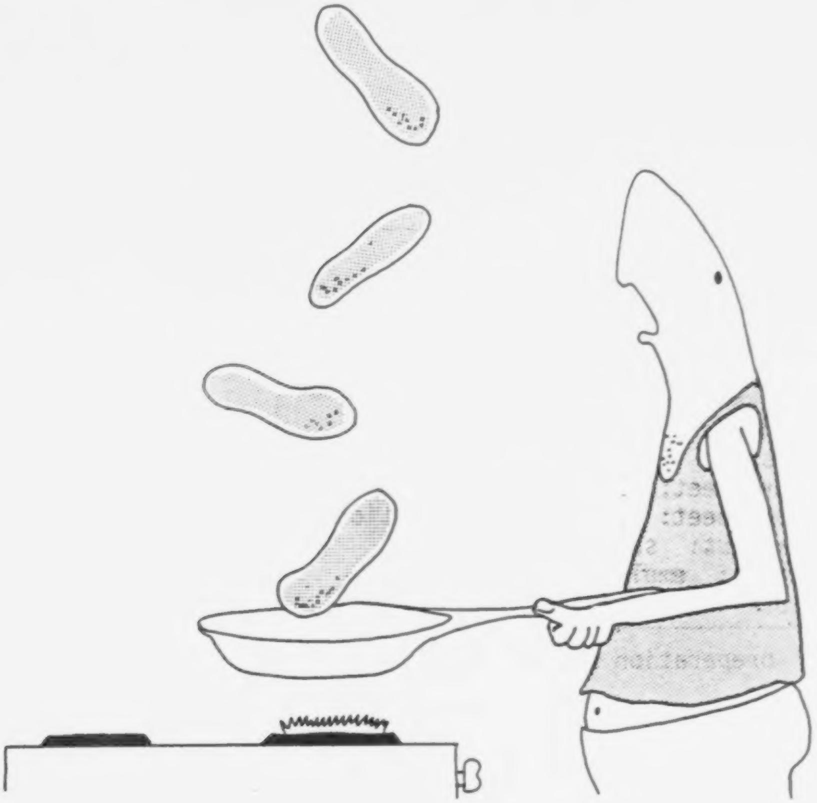
WHERE THERE'S A WILL THERE'S A WAY

Lesson 52

Personal Employment Data

"I had six years of formal education in my native country and volunteered as a nurse's assistant in the refugee camp."

Specific details of a person's education and work background are important for prospective employers to know. In this lesson, students place their employment data on sample forms.



Objectives The students will be able:

- to provide the following basic personal employment data:
    - * name and address
    - * social security number (once obtained in the U.S.)
    - * immigration status
    - * previous job(s) held
    - * level of education attained
- to complete a job application form.

52 Personal Employment Data

Rationale

Refugees will be required to fill out a seemingly endless variety of forms once they are in the U.S. Many of those forms will be related to employment. It is important for them to gain practice in reading and completing forms and for them to understand the reasons employers will want to know so much detailed information about them and their background.

Skills

literacy: reading and writing

numeracy: computing

clarifying information

Materials

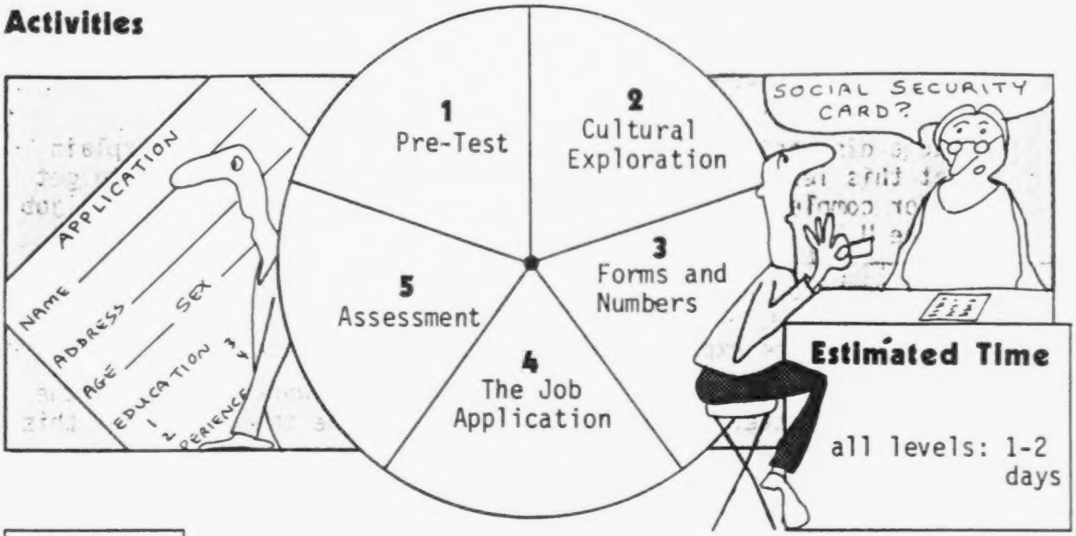
Item	Quantity	Activity
poster: I-94 card*	1 per class	3a
signs: immigration status*	3 per class	3a
poster: social security appl.*	1 per class	3b
worksheet: social security appl.*	1 per student	3b
handout: social security card*	1 per student	3b
poster: simple application*	1 per class	4a
worksheet: simple application*	1 per student	4a
worksheet: advanced application*	1 per student	4b
handout: sample resume*	1 per student	4c
signs: employment places*	4 per class	5
worksheet: applications*	1 per student	5

* preparation needed before class

Language

	Vocabulary	Literacy
I was a ______ in ________. I went to school ____ years.	(names of occupations) school work job date (numbers) refugee I-94 social security number	(application forms) (dates)

Activities


1
Pre-Test
2
Cultural Exploration
3
Forms and Numbers
4
The Job Application
5
Assessment
APPLICATION
NAME
ADDRESS
SEX
AGE
EDUCATION
1
2
3
4
EXPERIENCE
SOCIAL SECURITY CARD?

Estimated Time

all levels: 1-2 days

1 Pre-Test

Terms. Students define terms found on application forms.

- Present vocabulary words, one at a time. Ask students to define the words. Give examples and clarify as necessary.

Last Name	First Name	Citizen	Address
Telephone	Education	Employment Record	References

- Choose terms appropriate for your class level.

2 Cultural Exploration

In Order to Work. Students explain requirements and regulations governing work in their native country or the refugee camp.

- Ask a series of guided questions:

  * In your homeland can anyone work? Are people who are not citizens allowed to work?
  * Does the government require any formal registration in order to work?
  * When people are too old or too ill to work, how can they support themselves or get the medical care they need?
  * In the refugee camp, can anyone work? Are people who are not refugees allowed to have a job?

- * Is there special permission or registration required for people who want to work? What documents do they need to have?
- * Etc.

- Lead a discussion about the answers to these questions. Explain that this lesson will help the students prepare themselves to get and/or complete the documents they will need in order to get a job in the U.S.

3 Forms and Numbers

a I-94. Students explain the purpose of the I-94 card.

- Ask the students if they think refugees can work legally in the U.S. immediately upon arrival. What will be their proof of this status?
- Show a large sample I-94 card (see Appendix). Review the information included with the students.
- Explain the differences between refugee, permanent resident alien and citizen status by calling three people to the front of the room. One person holds a REFUGEE sign, another holds a PERMANENT RESIDENT ALIEN sign and the third, a CITIZEN sign. Ask questions about what these people can and cannot do in the U.S.

* Who can buy a car?	(ALL)
* Who can own land?	(ALL)
* Who can vote in government elections?	(CITIZENS)
* Who can travel outside the U.S.? What documents does each need?	(ALL)
* Who can marry a U.S. citizen?	(ALL)
* Who uses a "green card" as identification?	(PRA)
* Etc.	

- Clarify or correct information as needed.
- Ask the students to explain the function of the I-94 card and its importance.

b Social Security. Students complete a sample application for a social security number.

- Refer the students to the Cultural Exploration activity in which they discussed regulations governing work. Explain the functions of the Social Security Administration in the U.S. and how these will affect their lives.
- Post a large sample social security application. Go over each section as a class, using one student's personal data in order to complete the sample together.
- Distribute sample applications for a social security number (see Appendix) and ask the students to complete them. Circulate around the room to help where needed.

- Show a large sample social security card. Then, distribute a small card to each student (see Appendix). Have the students practice memorizing their numbers. Note: Remind them that these are not their official numbers!

4 The Job Application

a Sample Form I. Students provide basic personal employment data.

- Using a large sample application form, demonstrate how to complete it neatly and thoroughly. Ask a volunteer to offer his or her personal background information to be included on the sample form.
- For each section (e.g. educational background, work history) explain the reasons employers are interested in this information. How will it help them select a person to hire?
- In small classes, figure out each student's information and write it on newsprint in front of the whole class. Ask the students to copy their personal data onto their own applications (see Appendix). In large classes, instruct students to fill out their forms individually. Along with the classroom aide, circulate to assist as needed.

b Sample Form II. Students provide basic personal employment data.

- Proceed as in the previous activity. Use a "real" application form, obtained from a company that hires many refugees, if possible, or an advanced sample form (see Appendix).
- Collect the completed forms. Check and correct them after class and return them the next day for students to keep for reference when filling out employment applications in the U.S.

c Resume. Students write a simple resume.

- Distribute a sample resume. Review the contents and purpose with the students.
- Ask the students to use their application forms as the basis for creating their own resumes. Instruct them to work on them at home and return them to you for correcting and editing in a few days.
- In lower-level classes, vary this by simply familiarizing the students with the contents and purpose of a resume. Collect their application forms and, outside of class, design a simple resume for each student.
- If possible, type each resume (after it has been edited by a native English speaker) and return it to the student. Encourage the students to keep these for use when job-hunting in the U.S. (Reminder: They will have to add their address and telephone number in the U.S., after arrival.)

(SAMPLE STUDENT RESUME)

Name: Thai Keo   Address:

Educational Experience:

Panat Nikom Refugee Processing Center, Thailand.

- Intensive English as a Second Language/Cultural Orientation Program.

  During this 16-week program students attend 3 hours of ESL and 1.5 hours of CO on a daily basis, five days per week. The curricula are competency-based, focusing upon linguistic and cultural tasks that refugees will need to perform upon arrival in the United States.

- Pre-Employment Training Program.

  Concurrently with the above classes, students attend 1.5 hours of Pre-Employment Training per day. The curriculum focuses upon the use of standard American systems of weights and measures, an introduction to various electric and hand tools, the reading and use of diagrams, the study of attitudinal and behavioral aspects of functioning in the workplace and the uses of clarification and social language.

- Six years of formal education in Cambodia.

Work Experience:

- Maintenance Assistant, Consortium School, Panat Nikom, 1984-1985. Repaired classroom buildings and furniture. Cleaned school grounds.
- Able to drive a car and truck. Can perform routine maintenance.
- Able to plant and grow vegetables and rice.
- Able to cut men's and women's hair.

Language Proficiency:

- Khmer: fluent
- Chinese: functional
- English: functional

5 Assessment

One More Form. Students complete a job application form.

- Post signs for four different places of employment in different corners of the room.

Glen's Market	East West Chinese Restaurant	Oakwood Textile Company	Garden Hotel

- Give students a few minutes to read the signs, choose the place to which they want to apply for work and move to that area of the room.
- Distribute a job application form to each student. (You will need four different versions of an application form.) Ask the students to fill out the forms completely, using their original forms as reference.
- Check each student's form for neatness and accuracy of data.

Notes

Preparation

Several different versions of applications need to be prepared. You can find various samples in job-hunting books in a library. If no examples are available, change items on the sample in the Appendix to design new versions.

If you conducted a survey of your students in an earlier lesson, bring that information to class to help them with the accuracy of their data. (You might also bring the completed skills identification worksheets from Lesson 49, "Skills Assessment.")

It may be helpful to coordinate planning, preparation and teaching of this lesson with the students' ESL teachers because of all the reading and writing involved.

Language

Advanced Vocabulary. references, application form, resume, permanent resident alien, citizen.

Advanced Structures. Do you want to contact my references? Here is my resume.

Variations

Provide personal employment data for one fictional character. Have the students put that character's information in the correct places on a sample application form.

Present "visual resumes" to clarify the content and purpose of written resumes. Have students draw their own visual resumes.

Appendix

poster: I-94 card, page 433
worksheet: Social Security application, page 416
handout: Social Security card, page 416
worksheet: simple application form, page 417
worksheet: advanced application form, page 418
teacher information: refugee immigration status, page 434

Concerns

This lesson requires a lot of reading and writing. Be sure to take each step slowly, particularly in lower-level classes. Limit the amount of reading and writing involved according to your students' needs and abilities.

52 Personal Employment Data

Bits and Pieces

1 *Two essential items related to employment for refugees are a SOCIAL SECURITY CARD and an I-94 CARD.*

2 *SOCIAL SECURITY*

Social Security is the basic way that the U.S. provides continuing income for families whose earnings are reduced or stopped because of retirement, disability or death. Social Security benefits (payments) are for people who: 1) are unable to work because of an illness or injury that is expected to last a year or longer; 2) are retired; 3) have a family member who had a job and died. The Social Security Administration also offers a Medicare program that helps pay for medical care for people aged 65 and over, whether or not they are retired.

Social Security works this way: During working years, employees, their employers and self-employed people pay Social Security taxes. (Workers' taxes are deducted from their paychecks. The check stubs provide a receipt of how much is deducted.) This money is used to make payments to the people receiving benefits and to pay administrative costs of the program. When today's workers retire or become disabled or die, benefits will be paid to them or their dependents from taxes paid by people working at that time.

A person needs a Social Security number in order to open a bank account, get a job, register for college or university classes, etc.

3 *APPLYING FOR A SOCIAL SECURITY CARD*

Refugees must apply in person at a local Social Security Office. Applicants must provide proof of immigrant status (I-94 Card), name at birth, present name, date and place of birth, mother and father's names at birth, mailing address and signature. The actual Social Security card, showing a person's name and individual Social Security number is mailed to the applicant several weeks later. Before leaving the office, a person should receive a receipt showing that he or she applied for a card.

4 *I-94 CARD*

The document that allows refugees to legally enter and live and work in the U.S. is called an I-94 Card. It is an official paper issued by the Immigration and Naturalization Service. Each refugee receives a separate I-94 card with an identifying number on it. The I-94 card is very important as it proves that the person is authorized to be in and to be employed in the U.S. It also serves as identification when refugees apply for jobs, training programs or other programs or benefits. It is essential to keep the I-94 card in the bag of documents given to each refugee by the Intergovernmental Committee for Migration (ICM) upon their departure to the U.S.

5 THE JOB APPLICATION

The work application is one of the most important forms a person will complete. It may be the only tool employers have to help them decide if the job applicant has the qualifications they are looking for and whether or not the applicant will be interviewed.

It is important to be fully prepared when going to apply for a job. By bringing a sample completed fact sheet or application form along, a person has the important information available to copy onto a new application form. Some items to be included on the fact sheet or sample application form:

- *Social Security Number.*
- *Reliable telephone numbers where the employer can reach you.*
- *The names, addresses, phone numbers and occupations of three good personal references. Be sure to ask their permission before listing them as references. Good references might be your sponsor, teachers, counselors or other adult friends.*
- *Education. A list of names, addresses, dates attended and degrees earned from schools you have attended.*
- *Activities you participated in at school or in the refugee camp. This may include athletics, camp committees, religious activities, etc. Volunteer work experience is important, too.*
- *Work Experience. A list of exact dates, job titles, job duties and responsibilities and reasons for leaving each job. Offer clear, reasonable explanations of why you left previous jobs.*

6 HINTS FOR FILLING OUT THE FORM

The job application is a method of evaluating an applicant's ability to follow directions, neatness, organizational ability, spelling, truthfulness, interest and experience.

Some suggestions to keep in mind when filling out a work application:

Look over the entire application form to get a general picture of the information wanted and how it is to be arranged.

Read instructions carefully before starting and follow them carefully when writing the necessary information. (Note whether you should use ink or pencil, print or write, etc.)

Be neat and complete each question as best you can. Don't leave blanks. If an answer does not apply to you, put a dash (-) in the space or write N/A.

Be sure your spelling and grammar are correct.

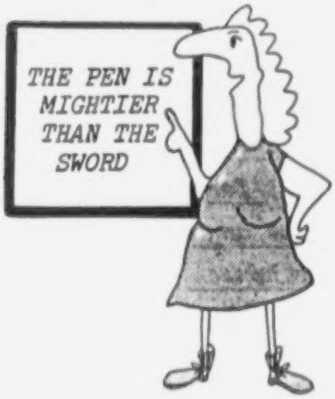
List former employers in the order requested on the application.

Note any special training that you have had.

Be honest. If you lie on the application and the employer finds out, you may be fired.

NO
YES
M.A.
PhD
21

Planning


THE PEN IS
MIGHTIER
THAN THE
SWORD

Lesson 53

Looking for a Job

"I'd like to find a part-time job in the evenings."

Refugees will be looking for employment soon after arrival. This lesson helps equip the students with the knowledge and skills necessary to begin a job search.

Objectives The students will be able:

- to identify several ways of finding a job and state which are most effective.
- to read selected help wanted advertisements.
- to answer and ask questions appropriately in a simulated conference with a job counselor.
- to identify and prioritize factors to consider when looking for a job--available transportation, home and family responsibilities, school schedule.

53 Looking for a job

Rationale

It is important for people to take the initiative in finding suitable employment for themselves. Jobs don't just "appear"--people must search for them. Knowing what one's personal needs are in terms of employment (e.g. salary requirement to support the family, transportation situation, work hours not conflicting with school or home responsibilities) and figuring out what steps to take to find a job are essential so that a person has a chance of getting a job he or she will keep.

Skills

literacy: reading and writing

clarifying information

communicating in English

assessing needs

Materials

Item	Quantity	Activity
letters: looking for a job*	3-4 per class	3a
puppets	3 per class	3b
handout: simplified ads*	1 per student	4
handout: advertisement abbreviations*	1 per student	4
worksheet: real help wanted ads*	1 per student	4
handout: sample letter*	1 per student	5a
blank paper	2 per student	5a, 5b
telephone books	5 per class	5b
telephones	2 per class	5b
cards: job factors*	3 sets per class	6a
posters: job announcements*	7-10 per class	6b
handout: intake form*	1 per student	6b

* preparation needed before class

Language

What kind of job do you want?
I want to be a __________.
Do you have a job now?
No, but I want to work.
Do you want a full-time or a part-time job?
I want a full-time job.
part-time
Do you know how to _____?
Can you __________?

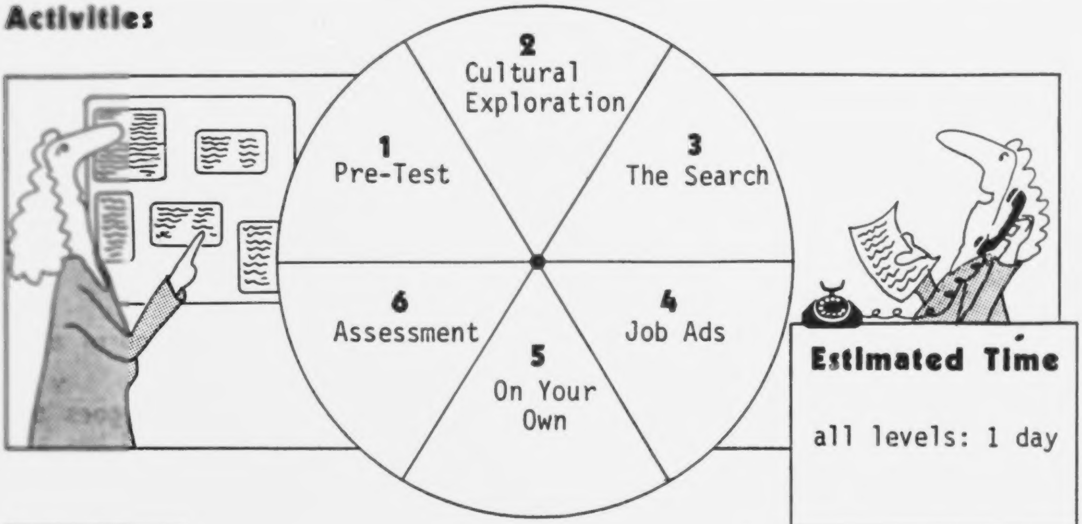
Vocabulary

farmer
homemaker
soldier
seamstress (dressmaker)
carpenter
student
cook
salesperson
tailor
dishwasher
maid
janitor
factory worker
cook
sew
wash
build
part-time
full-time

Literacy

(time)
(occupations)
NAME
ADDRESS
(money amounts)

Activities



Estimated Time

all levels: 1 day

1 Pre-Test

Quiz. Students label statements as true or false.

- Conduct a quiz to determine the students' understanding of issues related to finding employment in the U.S. Make statements and ask the students to say whether they are true or false.
- Vary this by having students complete a worksheet labeling written statements true or false. Sample statements:

* All people in the U.S. find jobs by answering newspaper job advertisements.	(FALSE)
* Refugees are not legally allowed to apply for jobs on their own. They must get help from their sponsors or resettlement agencies.	(FALSE)
* It is helpful to ask friends and relatives for assistance in finding a job.	(TRUE)

2 Cultural Exploration

Jobs at Home/Jobs in Camp. Students explain how people find employment in their homeland and in the refugee camp.

- Identify a student who had a job before coming to the camp. Ask that person to explain what the job was and how he or she found it (e.g. through relatives, friends, advertisements). Ask other students. If no students had jobs, ask them questions about their parents or other people. Ex:

  * What was it necessary to do to find a job?
  * How did people know they were qualified for a specific job?

- Repeat the above with people who have jobs in the camp.

  * What different kinds of jobs are available?
  * How do people find out about them?

3 The Search

a Letters. Students explore refugees' personal job-hunting experiences and identify several ways of finding a job.

- Present some Letters from refugees (see Techniques). Include stories involving different ways to look for employment.
- Have the students explain various means of finding a job and state which are most effective.
- Clarify and add information as needed.

b Job Developer. Students identify the purpose and function of a job development agency.

- Stage a Puppet Show (see Techniques) in which a refugee goes to a job development agency, completes an "intake" form and has an initial meeting with a job counselor. (See Bits and Pieces for information about procedures followed at a job development agency.)
- Ask the students to explain what the refugee did at the agency. Why is each step--filling out an "intake" form, assessing personal skills, answering and asking questions--important? Would the students choose to go to a job counselor? Why or why not?

4 Job Ads

Reading Advertisements. Students read help wanted ads.

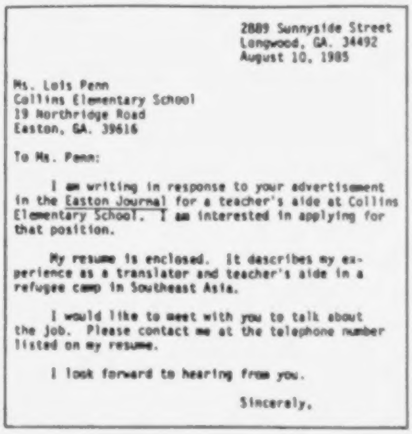
- Distribute handouts of illustrated and simplified help wanted ads (see Appendix). Review each advertisement as a class. Explain the key terms used in job announcements (e.g. full-time, part-time, $ ____/hr., [no] experience needed, days, nights, shift, call or contact).
- In advanced classes, distribute handouts of common advertisement abbreviations (see Appendix) and explain the meanings. Then, give each student a worksheet with real newspaper employment ads (see Appendix). Allow them to read through the ads, using the abbreviations list for reference.
- Ask the students to answer the questions related to the advertisements. Review the answers as a class.

5 On Your Own

a Letters. Students write letters in response to job advertisements.

- Present a sample letter that is answering an advertisement for a job. Read and review the letter along with the students, explaining the format and identifying the essential information.
- Write sample help wanted ads on the blackboard.

- Distribute blank paper.
- Instruct the students to choose one ad and respond to it by writing a letter.
- Collect the letters, correct them and return them to the students on the following day.
- One option is to write follow-up letters to students requesting additional information.



2889 Sunnyside Street
Longwood, GA. 34492
August 10, 1985

Ms. Lois Penn
Collins Elementary School
19 Northridge Road
Easton, GA. 39616

To Ms. Penn:

I am writing in response to your advertisement in the Easton Journal for a teacher's aide at Collins Elementary School. I am interested in applying for that position.

My resume is enclosed. It describes my experience as a translator and teacher's aide in a refugee camp in Southeast Asia.

I would like to meet with you to talk about the job. Please contact me at the telephone number listed on my resume.

I look forward to hearing from you.

Sincerely,

b The Telephone Book. Students locate possible places of employment in the yellow pages.

- In advanced classes, distribute one telephone book to each of five groups. Ask them to open the books to the yellow pages.
- Instruct them to identify places (e.g. stores, restaurants, schools) where they might like to work. Give them about ten minutes to choose some places and design questions they would ask on the telephone about job responsibilities there.
- Place two telephones on a table. Ask a volunteer from each group to use the telephone to call and inquire about jobs at one of the places the group chose. Act as a worker or manager at each place the students call, answering and asking questions as appropriate.

6 Assessment

a Prioritizing. Students assess their needs and determine their priorities in terms of characteristics of the job they want to have.

- Distribute one set of ten cards to each of three groups. The cards should depict factors which affect the type of job the students might take.

close to home	high salary	day shift	meals provided	on bus route
overtime available	provides training	must speak English	English not needed	American boss

- Ask each group to select seven cards mentioning the factors they feel are important and to share their choices with the rest of the class. They then should choose only four cards and then just the one card showing the factor they feel they should consider most.
- Lead a discussion focusing on the similarities and differences among the groups' priorities.

b Job Hunting. Students practice meeting with a job counselor.

- Conduct a Station-to-Station activity (see Techniques) in which students read job advertisements, select a job they would like and meet with a job counselor to discuss their skills, qualifications and needs.
- Station One. Distribute blank paper. Ask students what factors they want to consider when looking for a job (e.g. wife's work schedule, distance of job from home, on-the-job training opportunities). Write their responses on the blackboard. Instruct them to list their personal considerations on the blank paper. What is important to each of them? They can carry this list throughout the simulation.
- Station Two. Post 7-10 job announcements. Instruct students to read them and choose one for which they would like to apply.
- Station Three. Have the aide or another teacher be the receptionist who instructs the students to complete a simple intake form listing name, address, telephone number and job desired.
- Station Four. Along with other teachers, play the part of job counselors. Ask the students the following questions:

  * May I have your form, please?
  * What jobs did you have in your native country?
    In the camp?
  * What is your minimum salary requirement?
    (Consider the number of people in the family.)
  * What times/days are you available to work?
  * Do you have transportation?
  * Do you know how to cook? Use a power sewing machine?
    Use a washing machine? Repair car engines?
  * What job would you prefer? Why?
  * Would you be willing to take a _____ job?
  * Do you have any questions?

- Explain to each student that you will keep their information on file and contact them when you have arranged an appropriate interview for them. Remind them to call or stop by often to check for new job openings.
- As a class, review the steps they took and the questions they answered and asked. Ask them to explain what further steps they would need to take to be more certain of getting a job.
- Have students restate several ways of looking for employment and the advantages and disadvantages of each.

Notes

Preparation

For the Station-to-Station (Assessment) activity, design job announcements appropriate for your class level and write them on 8½" x 11" paper or poster-board. It would be best to rehearse this activity along with the aide and other teachers ahead of time.

Language

Advanced Vocabulary. mechanic, baker, repairman, repairwoman, teacher, doctor, nurse, government employee.

Advanced Structures. Do you have any openings for a ____? Is there a bus stop nearby? I want to work in the evening. I studied/taught/farmed ________.

Variation

Who Gets The Job? Post two detailed job descriptions (for a section supervisor or teaching assistant, for example). Present pictures of three people applying for each job. Also, list each applicant's background information (e.g. sex, race, ethnic group, education, job experience, age, training) on the blackboard. Ask students to read the qualifications of each and the two job descriptions. Have the class form small groups to discuss the information and decide who should get each job. Ask students to explain their choice and the factors they consider important in determining if an applicant is qualified or not. Point out that different companies have different priorities. (Some would prefer to hire people with more work experience and some think academic education or training is more important.) Remind the students that discrimination based on race, sex, age, ethnic or religious background is against the law.

Appendix

handout: simplified ads, page 419
handout: advertisement abbreviations, page 420
worksheet: help wanted advertisements, page 421

Concerns

It is important and very helpful for refugees to understand and assume the attitude that individual initiative and a desire to find and keep a job are essential in order to locate employment. While there may be some people to help in their new community e.g., friends, relatives, sponsors, job developers, agencies, it is up to the refugees themselves to make and keep contact with those who can assist them or to make contact directly with possible employers.

53 Looking for a job

Bits and Pieces 1 *Finding a job in the U.S. involves a variety of steps that require knowledge and skills. Job seekers must figure out how and where to start and continue their job hunt. They need to set realistic goals for themselves in terms of their needs (e.g. time schedules, salary, transportation), abilities and experience. Attitudes toward finding employment, such as a sincere desire to have a job, are extremely helpful for job hunters to possess.*

2

Various ways to find work:	*Advantages:*	*Disadvantages:*
Friends, relatives, volag, sponsor *(communicating a goal)*	*feel comfortable asking someone you know; maybe get a job that hasn't been advertised; find work with friends.*	*contacts may only know about jobs in their organization; may have wrong information about openings or qualifications.*
Job development services *(refugee-specific, general, State Employment Departments or Mutual Assistance Associations)*	*opportunity to clarify goals; use one central place to find out about a variety of job openings; get counseling and assistance with job applications and interviews.*	*no guarantee that you will find a job.*
Going to job sites or using the telephone *(showing individual initiative)*	*shows desire to find work; gives employers a good impression; good practice for English skills.*	*can be uncertain of where to begin to look; may be diffcult to find places with job openings.*
Vocational training programs that offer job placement assistance	*develop job skills; can find out about jobs related to those specific skills.*	*no guarantee you will find a job.*
Newspapers, bulletin boards, help wanted ads or help wanted signs	*can choose from a variety; can contact employers directly; get information about specific job openings.*	*low percentage of jobs advertised; many people may read the ads and apply.*
Self-employment *(check out legal rules or regulations)*	*independence; can turn interests and hobbies into money-making activities.*	*doesn't qualify for unemployment compensation; no guarantee of success; the job might not last long.*
Private employment agencies	*use one central place to find out about a variety of job openings.*	*can be very expensive.*

3 JOB DEVELOPMENT AGENCIES

Job development services are available in most areas. Some are refugee specific and some are more general. Sometimes people who receive Public Assistance benefits are required to report to a job developer on a regular basis.

A job development agency might:

NAME
AGE
SEX
ADDRESS

- offer counseling about available training programs and jobs.
- offer job "readiness" classes--attitude clarification, skill building.
- help make skills assessment.
- assist in filling out applications and making a resume.
- arrange for interviews with potential employers.
- translate during interviews.
- help prepare for job interviews.
- act as a reference.
- give assistance and advice for problems that arise on the job.
- accompany to work on first day to translate explanation of duties.

4 A job developer (the one who contacts the employers) and a job counselor (the one who works with the applicants) expect that those who contact them really want a job. It is important for the applicants to contact the counselor at least once a week because new jobs become available every day. If a person moves, he or she should give the agency the new telephone number. The agency expects that a person will keep a job for at least 90 days. They may represent all refugees in that area for many employers and the reputation of refugee workers can be enhanced or hurt by the actions of a few people.

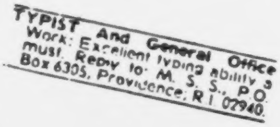
5 HELP WANTED

An advertisement for a job will include all or some of the following information:

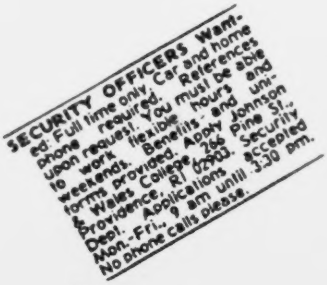
Job Title
Job Duties
Company Name
Company Location
Desired Qualifications
Starting Salary
Starting Date
Name or Number to Contact
Instructions for Applying

Job Advertisements in newspapers are often classified into special categories: PART-TIME WORK, CLERICAL WORK, TEMPORARY WORK, GENERAL EMPLOYMENT, ETC.

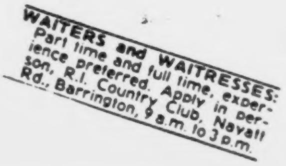
It is against the law to discriminate in advertising by asking for only men or women or by restricting positions based on age, race or physical appearance.



TYPIST And General Office Work: Excellent typing ability a must. Reply to: M. S. S., P.O. Box 6305, Providence, R.I. 02940.



SECURITY OFFICERS Wanted: Full time only. Car and home phone required. References upon request. You must be able to work flexible hours and weekends. Benefits and uniforms provided. Apply Johnson & Wales College, 266 Pine St., Providence, RI 02903. Security Dept. Applications accepted Mon.-Fri., 9 am until 3:30 pm. No phone calls please.



WAITERS and WAITRESSES: Part time and full time, experience preferred. Apply in person, R.I. Country Club, Navatt Rd., Barrington, 9 a.m. to 3 p.m.

Planning

PUT YOUR
BEST FOOT
FORWARD

Lesson 54

Job Interviewing

"What questions will they ask me? What questions should I ask them?"

The job interview can be intimidating. This lesson acquaints students with what they will be expected to do in preparation for and during a job interview.

Objectives The students will be able:

- to make an appointment for a job interview.
- to identify questions commonly asked at job interviews and appropriate answers.
- to ask for clarification when needed.
- to complete a job interview or observe and analyze job interviews for an applicant's preparedness and behavior.

54 Job Interviewing

Rationale

Refugees are expected to look for employment soon after they arrive in the U.S. Even though some may have assistance from friends, voluntary agencies or job developers, it is at the meeting with the potential employer--the job interview--that the refugees may "clinch" or lose a job. By being as prepared as possible for the interview situation, refugees improve their chances of finding employment.

Skills

- observing
- clarifying attitudes
- clarifying information
- literacy: reading
- sequencing steps
- communicating in English

Materials

Item	Quantity	Activity
self-advertising signs*	2 per class	1b
job advertisements*	3 per class	3
model telephones	2 per class	3
open-ended story*	1 per class	4a
3" X 5" cards	2 per student	4b
bucket	1 per class	4b
flashcards: questions and answers*	15 per class	4b
handout: interview evaluation*	1 per student	5
social security cards	2-3 per class	5
I-94 cards	2-3 per class	5
completed applications	2-3 per class	5

* preparation needed before class

Language

What's your name?
last name?
Spell it, please.

What was your job in ___?
Can you __________?

What can you do?
I can __________.

What do you do now?
How much do you pay?

Vocabulary

farm
cook
wash
sew
build
make

morning
afternoon
night

part-time
full-time

farmer
homemaker
soldier
seamstress
carpenter
teacher
student
nurse
doctor

Literacy

(names of jobs)

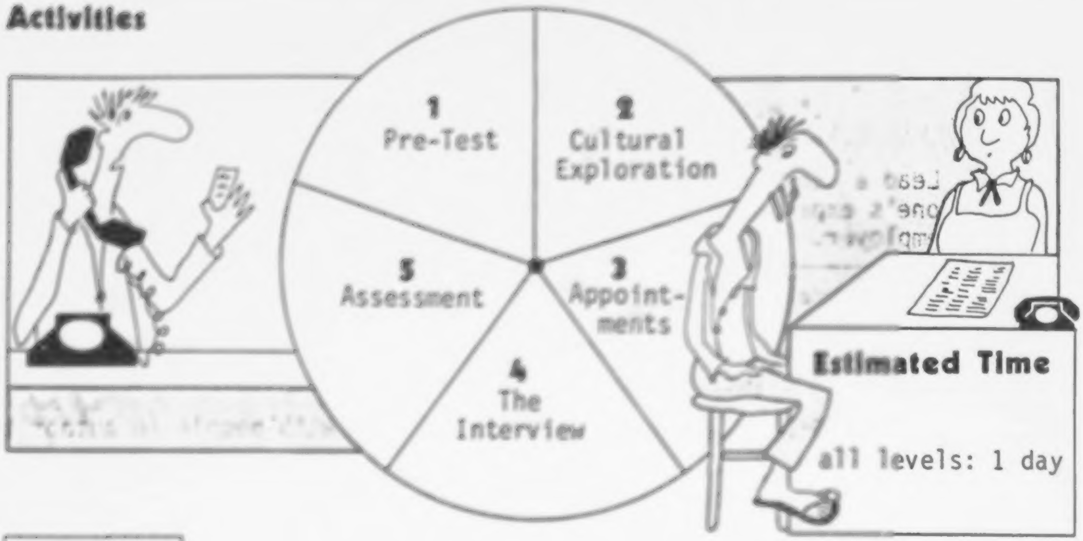
(telephone numbers)

(help wanted ads)

(interview evaluation sheet)

54 Job Interviewing

Activities



Estimated Time

all levels: 1 day

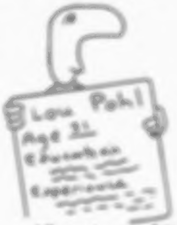
1 Pre-Test

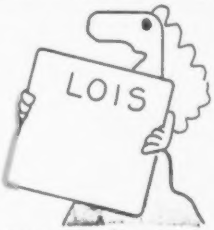
a Sample Interviews. Students identify appropriate and inappropriate behavior and attitudes exhibited during a job interview.

- Present a "model" interview with you as the applicant and the classroom aide as the interviewer. Act inappropriately (e.g. smoke, put your feet on the table, wear unclean or untidy clothes, look down instead of looking at the employer's eyes).
- Ask the students to identify what is appropriate and inappropriate. They should explain why some things are not acceptable.
- Perform another model interview, this time acting polite, professional and confident.
- Repeat the processing as above and list the students' observations on the blackboard.

b Self-Advertising. Students identify the importance of "selling oneself" in an interview.

- Explain that there is an opening for a cook and there are two applicants. The students must decide which person should get the job.
- Invite one guest to enter the room displaying an advertisement with his or her background and qualifications for the job. Invite another to enter displaying a sign listing only his or her name.





- Instruct the applicants to remain silent. (Facial expressions, however, can be changed to suggest each person's attitude.)
- Ask students to choose one of the "applicants" and give their reasons. What factors did they consider in making their decisions?

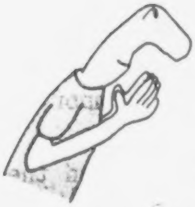
- * What do you know about this applicant? About the other?
- * How do you know those things?
- * Was it helpful for you to have more information about an applicant?

- Lead a discussion focusing on the value of communicating about one's experience, background and qualifications to a potential employer. What are some ways to share this with an interviewer?

2 Cultural Exploration

Attitudes. Students compare their attitudes to common American attitudes about the interviewer/interviewee relationship.

- Present yes-no questions related to meeting with people in authority.



- * Should you lower your eyes when talking to the interviewer? Why or why not?
- * Is it polite to bow or place your palms together in greeting as a sign of respect?
- * Is it appropriate to offer the interviewer a cigarette during the interview?
- * Is it OK to ask questions about job responsibilities and working hours? Why or why not?
- * Should you shake hands with a woman if you're a man? Should you shake hands with a man if you're a woman?

- Clarify or add information as needed.
- Ask the students what differences there are between their traditional attitudes and behaviors and American ones in terms of meeting people in authority. Might some of these differences cause adjustment difficulties for them? Which ones? How?

3 Appointments

Telephone. Students practice making an appointment over the telephone for a job interview.

- Post three job advertisements. Review each with the students.
- Have them form three groups, each group choosing one job for which they will apply. Write some possible questions for them to ask and information for them to give in order to arrange a job interview. Give them a few minutes to choose which questions they will ask.
- Place two telephones on different tables. You be the receptionist as a representative from the first group calls you on the telephone to set up an interview. (Keep a list of information exchanged during the phone call.)
- Ask the two other groups to identify the information that was exchanged. Who asked what? Why?
- Repeat the telephoning process with the other two groups and follow-up each with questions about the conversation.

- Review the important information to share when arranging an interview.

4 The Interview

a Preparation. Students describe steps they can take to prepare for a job interview.

- Present an Open-Ended Story (see Techniques) about a refugee who has an appointment for a job interview tomorrow.

  * Rany's sister has a job as a sewing machine operator in a large company. She arranged for Rany to have an interview for the same job at her company. Rany wants to get the job. She needs the money, she wants job experience and she feels she would do the job well. Today, Rany set out the clothes she will wear to the interview tomorrow. After that, she...

- How else should she prepare for the interview? Ask the students to explain other preparation steps Rany should take (e.g. thinking of important questions and answers, collecting her documents). Why is it important to prepare for an interview?

b On the Spot. Students practice answering and asking common job interview questions.

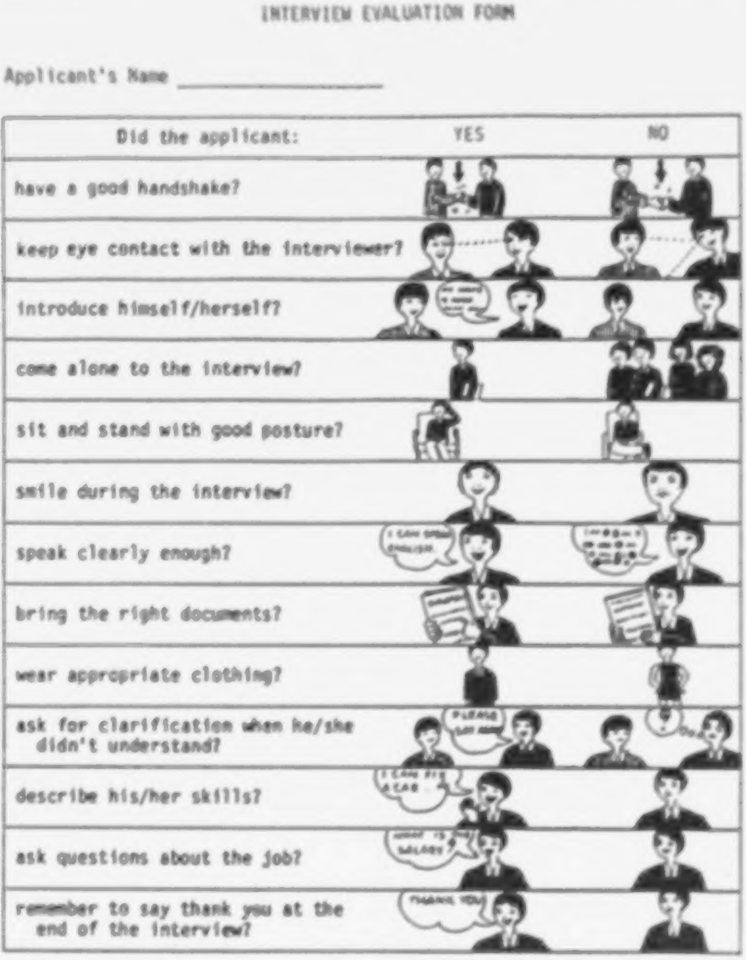
- Lead a Brainstorming session (see Techniques) in which students state questions that an employer would probably ask during a job interview. Write these and others on 3" X 5" cards.
- Place all the cards in a bucket and pass it around the room. Allow each student to choose a card and offer an appropriate answer to the question on the card. Encourage other answers from classmates. Discuss why some answers may be more appropriate than others.
- Vary this by posting about fifteen questions around the room, each on a separate card. Distribute flashcards with the answers. Instruct the students to tape the appropriate answer under each question.
- Repeat the above focusing on questions that an interviewee should ask during the interview.
- Finish the activity by discussing the nonverbal communication (e.g. eye contact, strong handshake, confident attitude) that is important during an interview.

5 Assessment

An Interview. Students complete an interview for a job and/or observe and analyze a job interview for an applicant's preparedness and behavior.

- Give an Interview Evaluation Sheet to each student.

- Review the sheet with the class. Explain that the students will observe a model interview and mark the paper indicating whether the interviewee is prepared or behaves appropriately. The aide should take 2 or 3 volunteers out of the class and help them prepare for their interviews by giving them Social Security cards, I-94 cards and copies of applications they completed during Lesson 52, "Personal Employment Data." Each should also choose the job they will apply for.



INTERVIEW EVALUATION FORM

Applicant's Name ________________

Did the applicant:	YES	NO
have a good handshake?		
keep eye contact with the interviewer?		
introduce himself/herself?		
come alone to the interview?		
sit and stand with good posture?		
smile during the interview?		
speak clearly enough?		
bring the right documents?		
wear appropriate clothing?		
ask for clarification when he/she didn't understand?		
describe his/her skills?		
ask questions about the job?		
remember to say thank you at the end of the interview?		

- Follow-up the interview, conducted by you or an American guest, by allowing students several minutes to complete their sheets.
- Continue with the other two interviews. (The interviewer might change his or her style--friendly one time, disinterested the next.) Be sure to allow enough time for students to fill in the form.
- When all three interviews are completed, review each one focusing on the observations students noted on the evaluation sheet.
    - * What were the strengths of each applicant?
    - * What might they want to improve the next time?
    - * How would you respond if the interviewer had said/done _____ to you?
- In lower-level classes you may want to make a large illustrated interview evaluation chart on newprint and review each category in a large group after each interview.
- As a variation, conduct a full Simulation (see Techniques) on a separate day. Teachers at each station complete feedback/evaluation sheets to be used in processing the simulation with the students.

Notes

Preparation

Rehearse the model interviews (in the first Pre-Test activity) with the classroom aide or another teacher ahead of time.

Collect completed applications from Lesson 52, "Personal Employment Data," and bring them to class to use in the Assessment activity.

Language

Advanced Vocabulary. self-confidence, handshake, eye contact, shift, benefits, insurance.

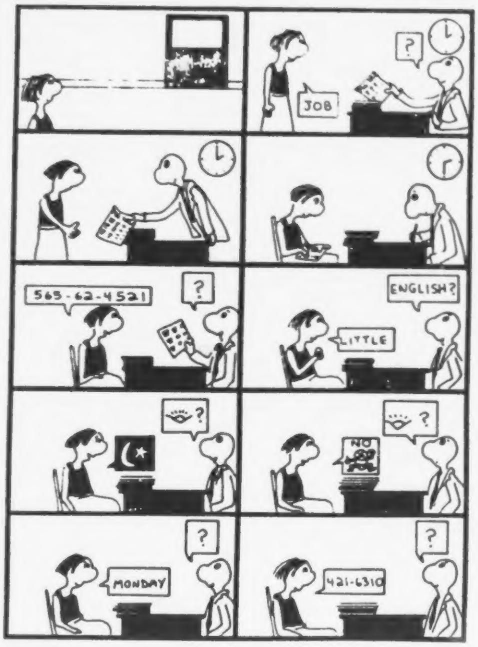
Advanced Structures. How long have you worked/studied there? What is your salary? I haven't had any job training. I have _____ years experience as a _____. I would like to work as a _____ because I _____. Do you have any openings for _____? I'd like to have an interview. I'm calling about the _____ job.

Variations

Present a Picture Story (see Techniques) depicting a job interview. Review with the students what questions an interviewer is likely to ask and the appropriate answers.

Show a Video (see Techniques) of a real or simulated job interview in the U.S. Ask students to analyze the applicant's behavior in terms of preparedness, attitude and nonverbal communication. Also, focus on questions asked and answered.

Conduct the Assessment activity on the following day to give the volunteers plenty of preparation time.



Appendix

teacher information: interview questions, page 435

Concerns

The idea of having a conversation, in English, with a stranger may be frightening to some students. Encourage them to use the class activities as an opportunity to practice some simple verbal exchanges and to build their sense of self-confidence.

54 Job Interviewing

Bits and Pieces

1 *A job interview is a face-to-face meeting with an employer about a job. The interview gives the employer a chance to find out what kind of person you are and whether you are qualified for the job. It also gives you a chance to convince the employer that you would be a valuable employee and it gives you the opportunity to find out more about that company and about the specific job duties and work environment.*

2 *Arranging an Interview*

a. *Go to the company or organization office. Tell the receptionist (or the person in the company personnel office) that you would like to apply for a job. Follow that company's procedure (e.g. completing an application, making an appointment for an interview).*

b. *Call the company or organization and ask for the name of the person who does the hiring. Ask to speak to that person. Ask for an interview. (You may be asked "interview" questions on the telephone.)*

c. *Follow the instructions in help wanted advertisements or on help wanted signs in company windows. If the ad says to call for an interview, call and say that you would like to arrange an interview for the job you saw advertised. (You may be asked some "interview" questions on the phone.)*

d. *Go to a job development agency. After preliminary interviews, they will arrange official interviews for you with employers.*

3 *GETTING READY*

Collect all necessary documents (e.g. Social Security number, I-94 card).

Prepare a personal data sheet or application with your employment and education information.

Learn as much as you can about the position for which you apply.

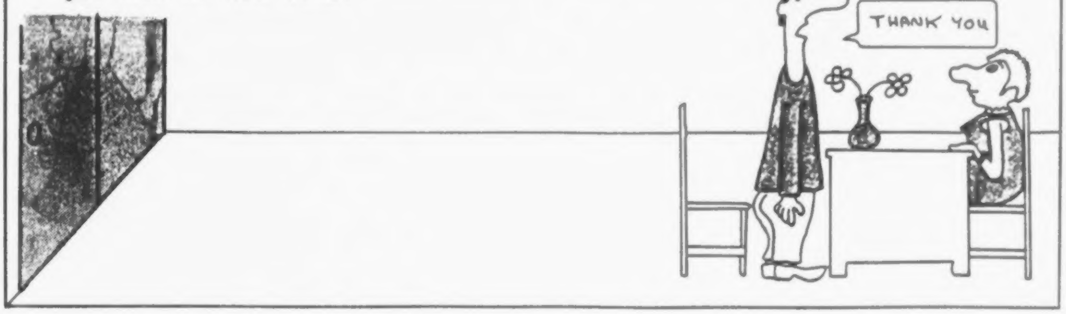
Be sure you know where to go and how to get there.

Dress neatly and appropriately.

Arrive 5-10 minutes early. Relax while you wait.

4 DURING THE INTERVIEW

- Go to the interview alone. (Don't bring babies, children, a friend.)
- Look the employer straight in the eye. Direct eye contact shows that you are interested in the conversation.
- Be enthusiastic--sell the employer on your ability. The job he or she is talking about is important to him or her. An employee should be interested in the company and in that job.
- Pay attention to all that is being said.
- Be sure you understand each question. If not, ask for clarification.
- Don't smoke. Even if a cigarette is offered, refuse pleasantly.
- Don't try to give the answer the employer wants. Be honest.
- Make sure you use a firm handshake.
- Maintain good posture. Sit up straight.
- Try to be as confident and relaxed as possible. Don't show that you're overly nervous.
- When asked, point out the value derived from your training and past experience that will carry over to the new job.
- Don't talk too much, but give more than simple "yes" or "no" answers, if possible.
- Avoid mentioning personal or financial troubles.
- Speak clearly and loud enough to be heard.
- Ask some questions about the company and the job's specific duties.
- Be certain that you like and can do the work you are applying for.
- Never criticize your former employers. State the reasons for leaving your last job briefly and truthfully.
- If possible, let the employer bring up the salary.
- Be sure what the follow-up will be. Should you call the employer or will he or she contact you?
- Whether the interview has been successful or not, thank the employer for his or her time.



Planning

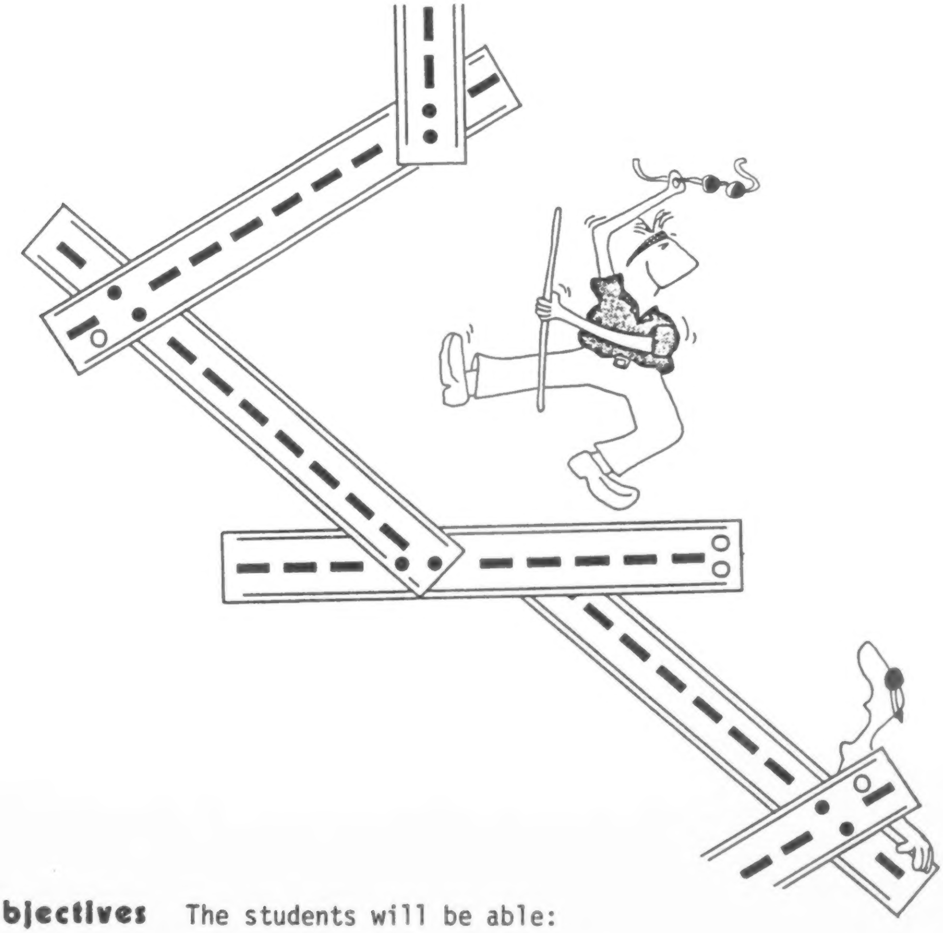
NOTHING
VENTURED,
NOTHING
GAINED

Lesson 55

Workplace Rules and Policies

"Wear your safety goggles at all times."

Safety rules are just some of the regulations people are expected to follow while at work. In this lesson, students become familiar with different kinds of rules on-the-job and explain the importance of following them.



Objectives The students will be able:

- to identify the types of rules followed in U.S. workplaces and suggest the reasons for those rules.
- to describe or demonstrate common responsibilities of employees.
- to determine which behaviors follow or break rules and regulations stated in a sample job contract.
- to explain consequences of breaking workplace rules and the importance of understanding the rules.

55 Workplace Rules and Policies

Rationale

Every workplace has its own rules and policies for its employees. When people agree to accept a job they also agree to abide by the regulations the employer has established. If they fail to follow those rules, they will probably lose their jobs. It is necessary for people to recognize the importance of understanding the policies of their place of employment so they will be able to follow them as best they can and keep their jobs.

Skills

literacy: reading

observing

identifying problems

solving problems

sequencing steps

Materials

Item	Quantity	Activity
bucket, mop	1 each per class	3a
electrical appliance	1 per class	3a
pictures: people at work*	7-10 per class	3a
puppets	3-4 per class	3b
situations: regulations*	3-5 per class	3b
picture story: strike*	1 per student	3c
handout: paycheck*	1 per student	4a, 4b
poster: paycheck*	1 per class	4a
concentration game*	1 per class	4a
U.S. coins and bills	$25 per student	4b
handout: job contract*	1 per student	5
situations: contract*	4-7 per class	5

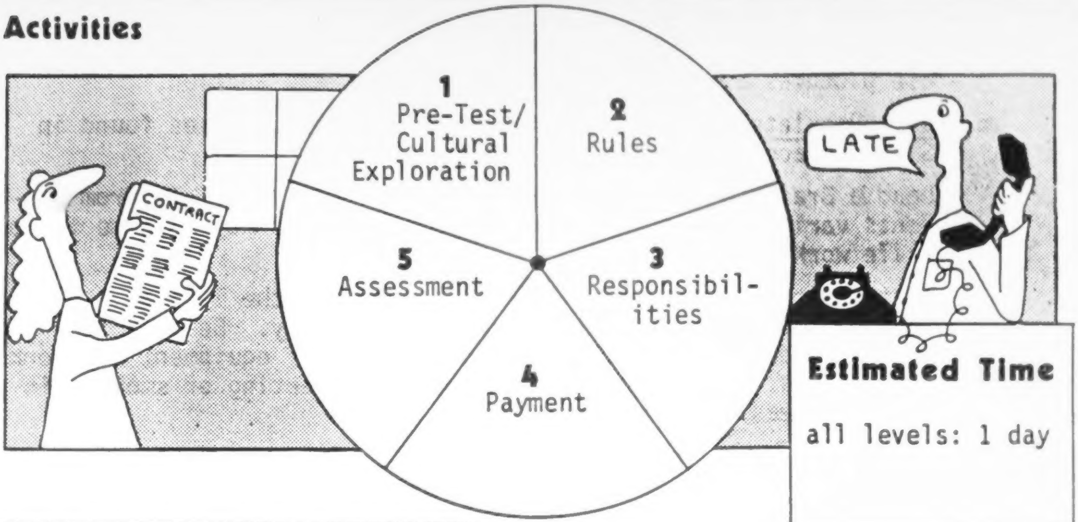
* preparation needed before class

Language

	Vocabulary		Literacy
Hello. This is ____. I can't work toady because _______. Can I have Friday off?	sick late time clock time card paycheck break	(family members) (days of the week)	(money) (dates) (time) DANGER DO NOT ENTER NO SMOKING ON OFF

55 Workplace Rules and Policies

Activities



Estimated Time

all levels: 1 day

1 Pre-Test/Cultural Exploration

Why Have Rules? Students describe the need for rules in work or school situations.

- Ask students to name one rule they are supposed to follow in this class and why they must obey that rule. What would the consequences be (for the student, the teacher or others in the class) if one student breaks that rule? Continue with two or three more class rules.
- Have volunteers with jobs in camp (or who had jobs in their homeland) briefly describe their jobs and name a few on-the-job rules, including an explanation of why those rules are important.
- Elicit some basic reasons for establishing and following rules at school or in a workplace (e.g. safety; to get something accomplished quickly or efficiently; to give credit in school leading to graduation).

2 Rules

a Terms. Students clarify terms related to job rules and contracts.

- Introduce the following words orally or in writing, in English and/or in the students' native language.

contract
time clock
time sheet
break time
sick leave
maternity leave
benefits

- Ask students to define the terms. Clarify as needed.
- Use pictures as reinforcement during your explanation.

- Ask the students to define the terms. Clarify as needed.
- Use pictures as reinforcement during your explanation.

b What's Regulated? Students identify the types of rules found in U.S. workplaces.

- Lead a Brainstorming session (see Techniques). Elicit from students various kinds of rules and policies they may have to follow while working in the U.S.
- List their suggestions on the board. Review the list as a class, adding, eliminating or clarifying as necessary. Be sure they have included safety, time (schedule), use of equipment and work habits (e.g. type of clothing to wear, not eating or smoking in certain areas) as types of rules.

3 Responsibilities

a Safety. Students describe or demonstrate common safety precautions employees must take and explain their importance.

- Conduct a very short workplace Dramatization (see Techniques). Ask 3 students to come to the front of the room. Explain that the students are workers at a job site. Instruct one worker to mop the floor. (Provide a bucket and mop.) Ask another to walk across the "wet" floor and pretend to fall down. The third (or the classroom aide) can remark aloud that the floor is wet, reach to turn on a radio or plug something in and act as if he or she gets an electric shock. Ask the students to explain what safety precautions these people should have taken and why.
- Present pictures of people at various jobs, performing various tasks. For each picture, have students explain what the job is and what the person is doing.
- Have the class form five groups. Distribute one picture to each group. Give them a few minutes to decide what possible rules and regulations the worker in the picture should follow and why. Ask them to share their ideas with the class as a whole.
- Encourage questions and discussion. Clarify or add information as needed.

b More Regulations. Students describe common responsibilities of employees and explain their importance.

- Using Puppets (see Techniques), present situations dealing with responsibilities of employees.

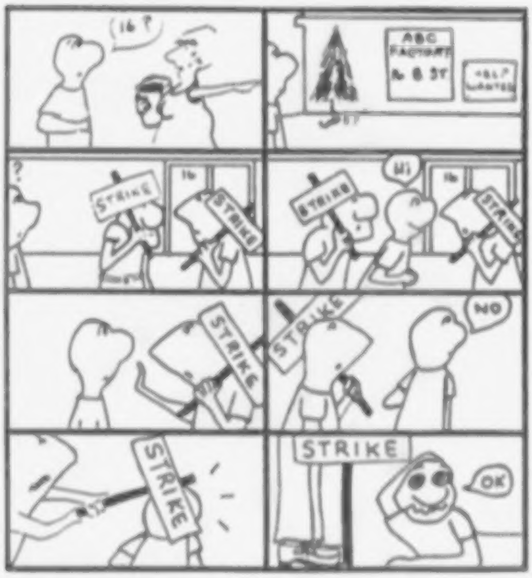
  * K slipped and injured his knee at work. He was afraid to report it and worked the rest of the day. The injury got worse and he had to go to the hospital that night. Because he did not report his injury at work, he had to pay the hospital bill himself.

- * G asked her employer for two days off to visit newly-arrived relatives. Since G had two vacation days saved, the employer said OK. She stayed away from work for five days without calling the employer. When G returned to work, she was fired.
- * W was working in a restaurant. He didn't take the required tuberculosis (TB) medication as directed by his doctor. His TB became active and he exposed many restaurant customers to his disease. He lost his job and now the restaurant owner will not hire another refugee employee.

- For each situation, ask what the employee's responsibility was. What were the consequences of the employees' actions? How might such problems be avoided in the future?

c Unions. Students explain the purpose and function of unions.

- Offer an explanation of unions (see Bits and Pieces). Present information about the types of jobs that may require union membership, responsibilities of members and relationship to management.
- Present a Picture Story (see Techniques) in which a person sees a HELP WANTED sign in a company window. There are many people marching around outside the company, holding signs that say STRIKE. The passer-by decides to go in to apply for a job at that company. The striking workers get angry and try to stop him from going in.



Ask students to explain the word STRIKE and to explain what the workers are doing and why. Clarify and add information as needed, including the role of the union in a strike.

Elicit from the students why the workers wanted to stop the man from applying for a job. How would the students act in such a situation?

- Along with the students, review the purpose and functions of unions.

4 Payment

a A Paycheck. Students read and define the different sections and amount on a sample paycheck.

- Distribute a sample paycheck (see Appendix) to each student. Post a large replica to use as reference. Explain each part of the paycheck, including gross pay, deductions, check number, salary period, etc. Be sure to explain the full terms for any abbreviations.

- Play Concentration (see Techniques) by having students match paycheck terms (e.g. state w/h tax, net pay) with simple definitions.

b Cashing. Students practice cashing paychecks.

- Place a sign in the room with a bank name. Also, label one desk or table as WINDOW # 1. Instruct the students to cash the paychecks they received in the previous activity at the bank. The classroom aide can be a second bank teller, if necessary. Be sure the students stand in line, separate the check stub from the check, endorse the check properly, show ID and count their cash.
- Review the check-cashing procedure, step-by-step. Why is each step important? What should people do with their check stubs? Why?

5 Assessment

Sample Contract. Students determine which behaviors follow or break rules and regulations stated in a sample job contract.

- Ask the students to imagine that they have just been hired to work at the Dream World Garment Company as power sewing machine operators. Distribute a copy of the job contract (see Appendix) to each student. Read through and review each section of the contract as a class. Vary this by showing pictures to reinforce the meaning of each rule and regulation listed.
- Explain that X, a newly-arrived refugee, was hired by Dream World two months ago. She signed the same contract. Present situations that relate to the contract they just signed. Instruct the students to decide if X's behavior in each situation follows or breaks the rules named in the contract.
  - * At the end of her first month, X got sick one morning at home. She telephoned her supervisor by 7:00 A.M. to let her know that she felt too sick to go to work.
  - * X went to the pharmacy to buy some medicine during the lunch break. When she realized that she would be late getting back to work, she asked her friend (a co-worker) to go back to work first and punch-in her time card for her.
  - * In one room with a DANGER: NO SMOKING sign, X lit her cigarette. When a co-worker told her to put out her cigarette because of the sign, X said it didn't matter because she couldn't read the sign.
- For each situation, have students locate the section of the contract that relates to the behavior described. Ask students to explain how X's behavior follows or breaks the rules and what the consequences of her actions might be.

55 Workplace Rules and Policies

Notes

Preparation

Write each students' name on a sample paycheck ahead of time so they receive a personal check for the related activities.

Language

Advanced Vocabulary. benefits, maternity leave, sick leave, insurance, workman's compensation, unemployment compensation, endorse, check stub, income tax, gross pay, net pay, state withholding tax, social security, union, dues, contract, safety.

Advanced Structures. Do I have to wear a uniform? What should I wear? I will leave in two weeks.

Variations

Use visual cues on the blackboard to help students prepare and deliver short "talks" on their job situations.

Teach this lesson after Lesson 54, "Job Interviewing." During the interviews, have students apply for jobs with the Dream World Garment Company. Once they are hired, review the employment contract with them (in this lesson) and ask them to sign it. You may choose to expand this by continuing with a simulation in which students work at Dream World where they get on-the-job training. Process the simulation afterwards to include the objectives in Lesson 56, "On-the-Job Relationships."

Appendix

handout: paycheck, page 411
handout: job contract, page 422

Concerns

The variety of possible rules and policies at any job may seem endless to the students. Emphasize the more common types of regulations found at U.S. workplaces. Encourage students to be sure to ask for clarification of rules and instructions whenever they are uncertain.

55 Workplace Rules and Policies

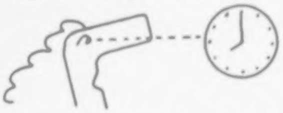
Bits and Pieces 1 *Rules and policies are designed to help keep people safe, to help them get along with their co-workers and produce a good product, and often, to make work easier.*

There are different specific rules for every job. It is very important to learn company rules and policies. People can lose their jobs by breaking some of the rules.

Sometimes specific rules and general policies are listed in a company handbook or contract that both the employee and the employer must sign.

2 *Types of Rules and Policies*

- *safety (protecting employees, products and building from potential hazards)*
- *attendance*
- *working hours*
- *dress, appearance*
- *communication lines (who to contact for instructions or complaints)*
- *salary (how often and how much employees are paid)*
- *resignation (how much notice should be given)*
- *dismissal (valid reasons for firing or laying off a worker)*
- *company benefits*



3 *EXAMPLES OF COMMON TYPES OF BENEFITS:*

Benefits may be limited with entry-level jobs. However, most full-time jobs offer some benefits.

Sick Leave: When you are sick you can take the day off and still get paid. The number of sick days allowed per month or year is limited.

Paid Vacation: Time off from work must be arranged in advance with your boss. You must earn the time by working for a specified time.

Holidays: You may be paid when not working on some national holidays.

Health Insurance: Some money is provided by the company and some may be taken from workers' paychecks to furnish employees with medical insurance. Sometimes, an employee's dependents (spouse, children) can receive health insurance through the same program.

Union Membership: Employees may apply to join the local union. In some jobs, union membership is required.

Maternity Leave: This time off from work must be arranged with the employer ahead of time. The amount of time off will vary. Some employers offer paid leave immediately before and after childbirth.

Pension or Retirement Plan: When you retire from the job, you receive payments or savings you have accumulated.

Worker's Compensation: Some companies pay money to an employee who is injured on the job and is not able to work for awhile.

Unemployment Compensation: Those on-the-job for awhile and laid off can collect payments for a time to find another job.

4 PAYCHECK

Employees can deposit their salaries in a bank or cash their paychecks at a bank (where they have an account or where the company has an account) or at a supermarket (where they have a special "courtesy card").

They must separate the check from the check stub and, in front of the teller or clerk, endorse (sign) the back of the check with their name as it appears on the front of the check. They should always count their cash to be sure they receive the correct amount.

It is important for workers to keep their check stubs as reference to be used when completing income tax forms.

5 GLOSSARY OF TERMS

benefits: advantages offered to employees.

break time: scheduled, limited time to rest and/or socialize during the workday.

check stub: portion of the paycheck detachable from the check, that provides a record of income and deductions.

deductions: amount of money taken out of the salary for government taxes or to help pay for company benefits.

gross pay: salary amount before deductions.

income taxes: money taken from wages and given to the government (local, state and federal) to fund administration and services.

net pay: salary amount after deductions.

paycheck: check with salary payment (daily, weekly, monthly, etc.)

probationary period: initial time of employment during which an employee's performance is evaluated. The employee may then be fired if he or she hasn't done the job well enough.

shift: time period of scheduled work. The three common shifts are Day (8 AM to 5 PM), evening (3 PM to 12 midnight) and night or graveyard (midnight to 8 AM). Shifts vary from job-to-job.

time card: the paper that lists daily starting and stopping times at work. In places with time cards, each employee has a card and is responsible for "punching in" if there's a machine, or signing in.

union: a group of employees who share with the employer the responsibility for establishing procedures for determining wages, hours of work, promotion and layoff policies, etc. People must apply to become members and pay regular dues. Teachers, construction workers, fire fighters, carpenters, steel workers and others have all formed unions. Some jobs require union membership. In other fields, it is optional.

W-2 form: the paper stating how much a person earned and how much tax was deducted during the previous year; used for income tax filing.

W-4 form: the paper an employee fills out stating the number of deductions he or she claims; completed when an employee first starts a job.

Planning

THE
CUSTOMER
IS ALWAYS
RIGHT

Lesson 56

On-the-Job Relationships

"What should I do if I don't understand the instructions?"

Once people have a job they need to be able to keep the job. In this lesson, students identify positive work habits and practice "getting along" on-the-job.

Objectives The students will be able:

- to ask for clarification when needed.
- to name at least three work habits for successful employment.
- to describe factors affecting on-the-job relations and demonstrate appropriate related behavior.

56 On-the-Job Relationships

Rationale

Keeping a job may take as much (or more) effort than finding a job. Employers in the U.S. have reported particular difficulties for refugee workers because of cultural and linguistic differences. By identifying and suggesting solutions for potential difficulties on-the-job, refugees help prepare themselves to meet the challenges ahead and keep the job they try so hard to find.

Skills

clarifying information
clarifying attitudes
observing
identifying problems
solving problems
weighing options
communicating in English

Materials

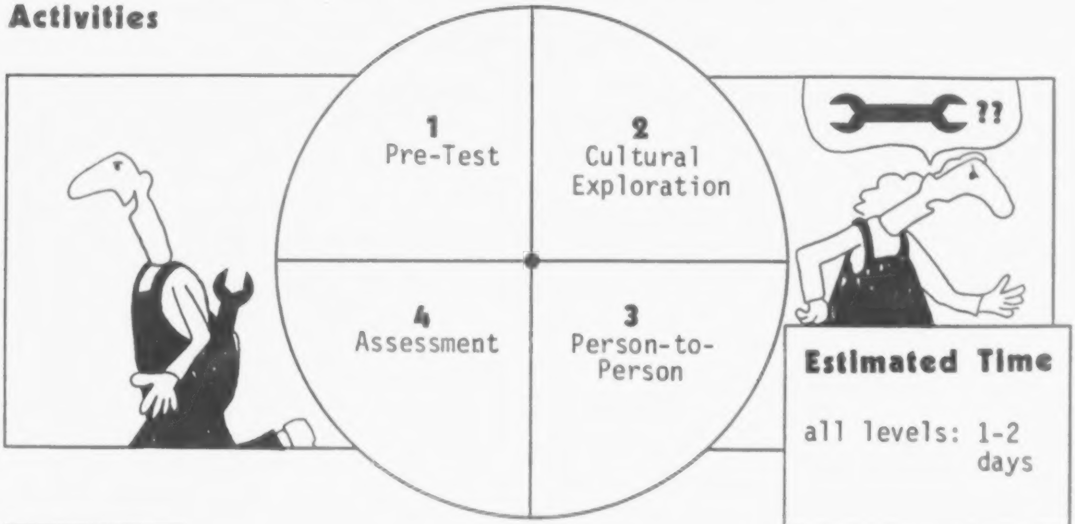
Item	Quantity	Activity
bucket with tools	1 per class	1
handout: picture story*	1 per student	3a
open-ended story: food*	1 per class	3b
situations: on-the-job*	4-5 per class	3c
time clock	1 per class	4a
time cards*	1 per student	4a
simulation materials*	as needed	4a

* preparation needed before class

Language

	Vocabulary		Literacy
Are you finished? Yes. No. Not yet. Take a break. Bring me the ________. Pick up the _____ and bring it here. What should I do? What do you want me to do? Is this right? Excuse me. I don't understand.	office cafeteria lunch room store room over here over there	ask tell bring get give open close	(time) (time card)

Activities



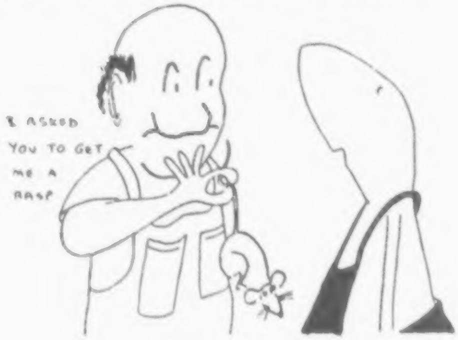
Estimated Time

all levels: 1-2 days

1 Pre-Test

I Don't Understand. Students identify the need to ask for clarification of instructions at work.

- Enter the class holding a bucket of tools which may or may not be familiar to the students (e.g. ruler, c-clamp, drill bit, sandpaper, file). Begin by assigning tasks to individual students. Vary the tasks and the speed or clarity of your commands.
    - * A, take the drill bit and put it on C's desk.
    - * J, show me the sandpaper.
    - * E, give the ruler to him and attach the c-clamp over there.
- Continue for about five minutes. Make a mental note of whether people understood the commands and if they asked for clarification when needed.
- Ask students how they felt when you told them to do something. Did they understand? Were they nervous or confused? Did anyone ask for clarification? How? What did he or she say? Is it O.K. to ask a supervisor to repeat something? What happened when people didn't understand? What might the consequences be on-the-job if people don't understand their instructions?
- Go around the class, allowing each student the chance to practice asking for clarification (in English).


I ASKED YOU TO GET ME A RASP

2 Cultural Exploration

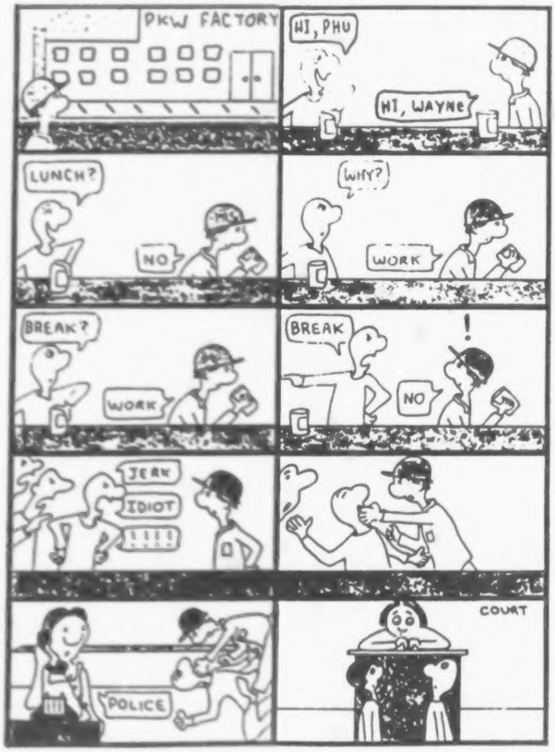
Comparison. Students describe and compare at least three work habits for successful employment in their native country, in the camp and in the U.S.

- Have the students form three groups. Instruct one group to think of three work habits considered very important in their native country, another to focus on work habits in the camp and the third to think of work in the U.S.
- Have each group present and explain its suggestions. List these on the blackboard.
- Ask students to compare the work habits that lead to successful employment in each place. What are the differences? Why might these specific differences exist? What are the similarities?

3 Person-to-Person

a Co-Workers. Students describe factors affecting on-the-job relationships with their peers.

- Present a Picture Story (see Techniques) in which a new employee works more than his co-workers, refusing to take scheduled breaks.
- Elicit from the students the feelings of the co-workers. What did they think the new employee was trying to do or show? Why did they react the way they did?
- How might this situation be resolved? How might it have been avoided?
- Ask some students to role play the scenes in the story. Encourage them to use realistic language in their dialogues.
- What other factors may affect relationships among co-workers?



b Food. Students identify and suggest solutions for a cross-cultural conflict at work.

- Present a Case Study (see Techniques) involving on-the-job relationships.

B is a 19-year-old refugee. After looking for work for 4 months, B found a job as a machine operator in a plastics factory. B and his friend (from the same country) always brought their lunch to work. Every day, the American workers stared at the two refugee men as they ate their food and made comments about the "strange" smells. This made B and his friend feel uncomfortable. One day they saw a food truck come to the gates of the factory. B and his friend decided to try the American food that was served on the truck. They did, but they did not like it.

- Follow-up with questions about what happened to cause the conflict and about how the conflict might be resolved.

c Employee/Employer. Students describe factors affecting on-the-job relationships with their employers or supervisors.

- Have the class form four or five groups. Assign each group a Critical Incident (see Techniques). Sample incidents:

  * A co-worker curses at several people, including a recently-hired refugee. Nobody else seems upset. Instead, they laugh and continue working. Only the refugee is angry and tells the supervisor to fire that co-worker.

  * X has been working at one place for two months. Her daughter is very sick one morning, so she takes her to the doctor. The next day, her supervisor is annoyed because X didn't call in to say she would be late or absent. X says she didn't have the company telephone number.

  * J was recently moved to another section in his factory. His new supervisor is a woman, twenty years younger than he is. He tells his co-workers that he will complain to the company boss about having to follow instructions from a "young girl."

  * M's on-the-job training lasted one week. At the beginning of the second week, he was on his own. He forgot some details, but felt pressured to work quickly and not ask for help again. All of a sudden, he heard some loud noises. The machine was broken and everyone in that room had to stop working for a while. The boss was very angry at M for breaking the machine.

  * At Wonder Burger fast-food restaurant, most of the employees are refugees. One was just promoted to be a supervisor. He has to supervise refugees from ethnic groups other than his own. The other workers

now complain to the manager about their supervisor's poor English and often pretend not to understand him.

- Ask each group to discuss the situation, identify the conflict(s) and their causes and suggest possible solutions. Have the groups present their stories and their findings to the whole class.
- Clarify or add information as needed. Encourage questions and discussion from classmates. Be sure that students identify a variety of factors that may affect on-the-job relationships.
- In lower-level classes, vary this by presenting the situations as role plays along with the aide or another teacher.

4 Assessment

a Mini-Simulation. Students demonstrate appropriate on-the-job behavior in a simulated work setting.

- Set up a simulated workplace. Offer on-the-job training to the students to be certain they can do their assigned tasks.
- Explain the rules and regulations of this workplace. Instruct students to punch in and out using the time clock.
- Conduct the activity for 20 minutes or so, including a short "break" if possible. Suggested activities:
    - collate, fold, stack newspapers.
    - fold papers; place them in envelopes (with different color marks); sort the envelopes by mark; box 20 envelopes together.
    - assemble a simple bookshelf.
- Follow-up by having students describe their individual tasks and how the tasks relate to each other. What rules were there at this job site? Why dc they have those rules? Were any of the rules broken? How? What were the consequences? Ask students to describe appropriate behavior during break time. Did any conflicts arise between people on the job? What conflicts? How were they caused? How might they have been avoided?
- Vary this by designing a mini-simulation in which three students ("workers") cut as many paper circles as they can in two minutes. Have the other students assess the quantity and quality of the work. Next, ask those same workers to repeat the task, this time copying a model circle. After two minutes, have the rest of the class again assess the quantity and quality of the work. Lead a discussion focusing on the importance of balancing both quantity and quality in assembly or production jobs.

b Conversations. Students practice starting conversations with co-workers.

- Elicit from students ways in which they might try to make the acquaintance of a co-worker. Ask students (in pairs) to practice initiating simple conversations. Lead a discussion about appropriate and inappropriate topics of conversation for people who are just getting to know one another.

Notes

Preparation

The "Mini-Simulation" should be planned well in advance. Choose a project, gather the materials and "rehearse" the job scene with the classroom aide and/or other teachers beforehand. You may want to draw a floor plan of the students' work stations and post it for reference when introducing the activity.

Language

Advanced Vocabulary. faster, better, more accurate, operate, manager's office, supervisor's office, payroll office, time clock.

Advanced Structures. How long is the break? I can't right now. I'd rather not. Tell me when you're finished. Let me know when you're finished.

Variations

Present the story in the "Co-Workers" activity (3a) one frame at a time letting students guess the action in the scene ahead.

Vary the Assessment, "Mini Simulation," by expanding it into a full-scale Simulation (see Techniques) covering three to four days. Provide training and orientation the first day followed by one or two days of actual work. Process the simulation on the final day.

See Lesson 25, "Relationships," in Settling In, Book 1 for information and activities related to initiating conversations and making friends.

Concerns

Remind students of the areas of concern to refugee employers in the U.S. (e.g. not asking for clarification, being oversensitive, not reporting or explaining directly to their immediate supervisor). Help them discover ways to avoid causing these and other conflicts at work.

Bits and Pieces

[1] SUGGESTIONS FOR DEVELOPING POSITIVE ON-THE-JOB RELATIONSHIPS

Get to work on time. (Get to work 5 or 10 minutes early to be sure you start on time.)

Be sure your work is neat, complete and consistent. Employers want products and services that are consistently good.

Be willing to train for the job. Pay attention to instructions and show interest in learning the necessary skills.

Attempt to communicate in English whenever possible.

Respect your boss' position regardless of that person's sex, age, race, religion or national origin.

Notify your supervisor yourself if you will be late or you are sick.

Find out the name of your immediate supervisor so you know who to report to for help or advice or special permission to do something.

Learn and follow the company rules and policies.

Be flexible. Be ready to do extra or different tasks when needed in order to get the job done.

Take care of personal business on your own time. If you need time for an urgent matter, get your boss' permission first.

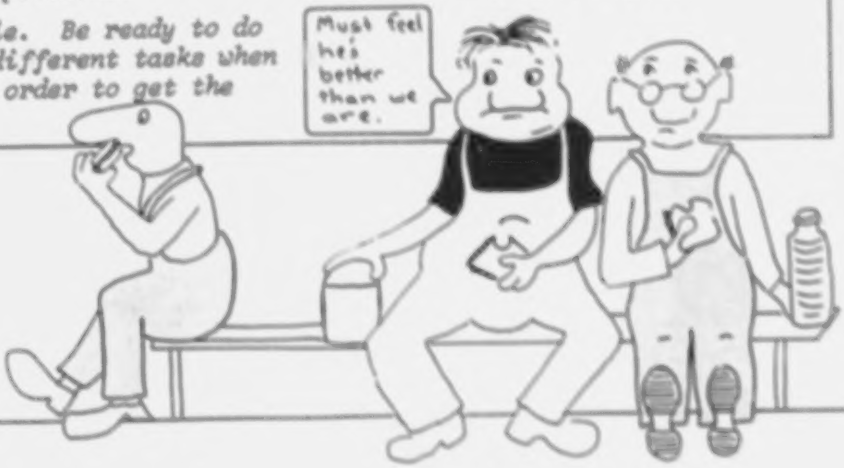
Ask for clarification whenever you don't understand instructions or requests. Employers expect their employees to do the job well and that includes being sure of the task before doing it.

Observe what other workers do and how they relate to each other.

Interact with both refugee and non-refugee employees.

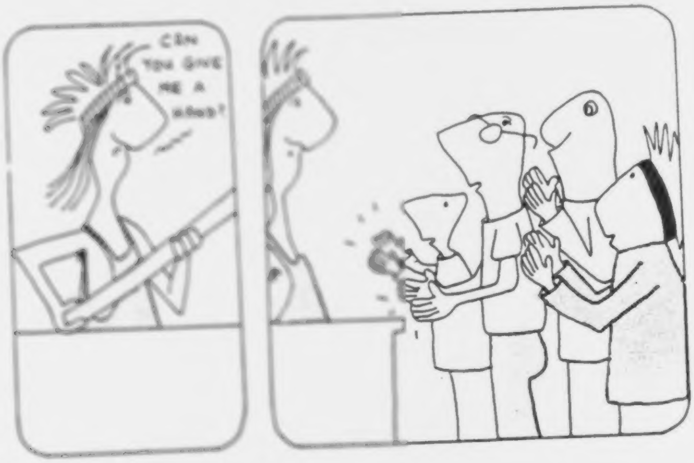
Take breaks with the other workers. This provides a chance to get to know them better. If you never take breaks and just keep working, your co-workers may think you are anti-social or that you want the boss to like you more than he or she likes them.

Try to be friendly to the other workers. Making "small talk" is a good idea. You don't need to expect to become close friends with your co-workers, but it is important for you and your peers to get along on the job.


Must feel he's better than we are.

2 *Strategies for making friends with co-workers:*

- *Observe how your co-workers interact with each other.*
- *Initiate and respond to greetings.*
- *Introduce yourself.*
- *Talk about the job or about the things you or they will do on the weekend, during your vacation, etc.*
- *Choose one American co-worker to be your "cultural informant," someone with whom you can begin to develop a friendship and who will answer your questions and offer suggestions and explanations.*


CAN YOU GIVE ME A HAND?

3 *Refugees have had particular difficulty in the following areas:*

1. *Asking For Clarification: saying "yes" even when they don't understand; not telling the supervisor when problems arise on the job.*
2. *Interpreting Behavior of Others Correctly: being oversensitive to yelling or to swearing (feeling hurt or wanting to quit because the boss yells once or a co-worker uses curse words).*
3. *Eating Habits or Preferences: eating foods that have smells considered offensive by their co-workers (e.g. garlic, fish sauce).*
4. *Accepting Compatriots as Supervisors: not respecting the authority of a supervisor who had less "status" or lower "rank" in society than he or she in their native country.*
5. *Changing Jobs: quitting without good reasons; leaving because a friend does or because they're tired of that job.*
6. *Following Sanitation Procedures: not flushing the toilet; throwing papers into the toilet; spitting or hawking.*
7. *Giving Gifts: giving gifts to supervisors as a way of asking for favors.*

Planning

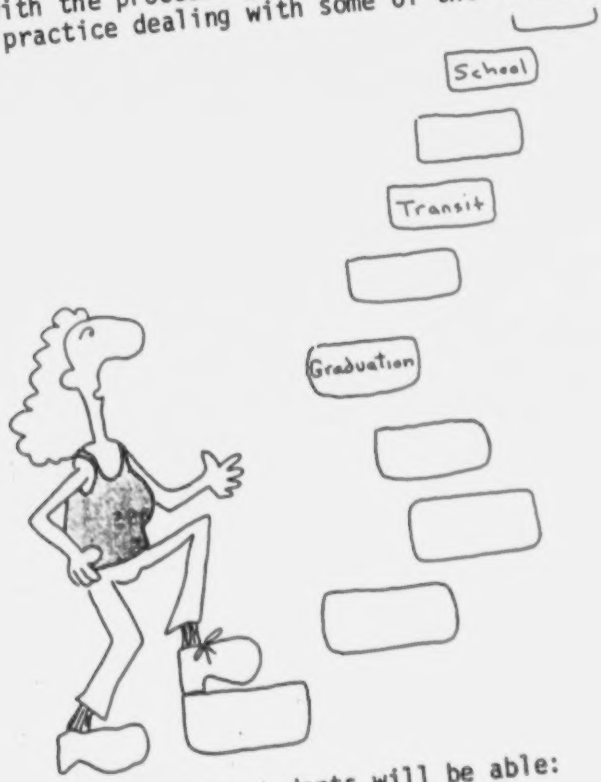
BUSINESS
BEFORE
PLEASURE

Lesson 57

Resettlement and Sponsorship

"How soon will I fly to the U.S. after graduation? How soon after arrival will my children go to school?"

Refugees are usually very curious about their cases while they are studying and about their initial resettlement. They want to know about their potential experiences and responsibilities. This lesson familiarizes the students with the processing of refugees in general, and gives them a chance to practice dealing with some of the tasks they will face upon arrival.



Objectives The students will be able:

- to assess and predict some of their immediate needs during initial resettlement.
- to identify survival skills they possess.
- to explain the roles of various agencies processing refugee cases.
- to practice completing forms and simulated interviews with U.S. agencies.
- to identify some responsibilities of refugees, sponsors and voluntary agencies to each other in terms of resettlement.
- to set goals for their first month in the U.S.

57 Resettlement and Sponsorship

Rationale

The resettlement process is complex and details vary from case-to-case. Because the refugees are affected at each step of the process it is important for them to understand not only the sequence of steps and some of the possibilities involved, but also to understand their own responsibilities along the way, too. The responsibilities of and relationship with a sponsor or sponsoring agency are particularly urgent concerns of refugees. The refugee/sponsor relationship is an urgent concern of resettlement agencies as well. Misinformation on either part can lead to unrealistic expectations and can create disappointment. By clarifying information and setting realistic expectations, refugees can help themselves deal effectively with the tasks and experiences that lie aheao.

Skills

- assessing needs
- sequencing steps
- clarifying information
- identifying problems
- weighing options
- solving problems
- setting goals

Materials

Item	Quantity	Activity
newsprint, marker	3 each per class	1, 4a
pictures: refugees in camp*	as available	2
flashcards: refugee processing*	1-2 sets per class	3a
pictures: refugee cases*	3 per class	3b
stories: upon arrival*	5-10 per class	3c
posters: agencies*	5-7 per class	3c, 5b
flash cards: expectations*	4 sets per class	4b
pictures: sponsorship*	3 per class	4c
letters from refugees: sponsorship*	4-6 per class	4c
situations: refugee/sponsor*	5-7 per class	5a
blank paper	1 per student	5b

* preparation needed before class

Language

I'm happy to meet you.
My name is _______.

This is my son, _____.

I feel fine.

I need to go to the doctor.

Vocabulary

wife
husband
son
daughter
mother
father
cousin
aunt
uncle

fine
tired
sick
happy
hungry
thirsty

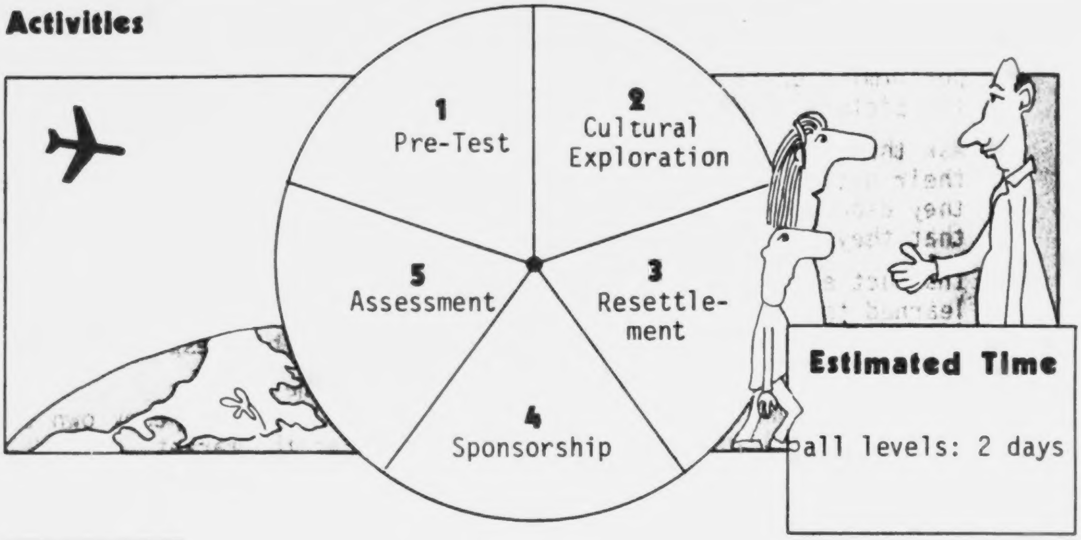
Social Security
school
doctor
sponsor

Literacy

(form language)

57 Resettlement and Sponsorship

Activities



Estimated Time

all levels: 2 days

1 Pre-Test

Guide's View/Traveller's View. Students describe knowledge and skills needed to survive in their native country and in the U.S.

- Have the students form groups according to their living situation in their native country (e.g. rural village, small town, large city). Distribute newsprint and a marker to each group.
- Ask them to imagine that you--a stranger to their culture--are going to move to the students' hometown or village. The students will serve as guides and must list or draw the important things you should be able to do so that you can survive in the new environment. They should identify how you will learn those things. Will they teach you? Will they ask you to observe and try it yourself? Will you have to do most things alone and figure them out yourself?
- Have the groups present their ideas as a role play or list. Encourage questions and discussion.
- When the presentations are completed, change the focus to what the students think they need in order to survive in the U.S. What have they heard about living in the U.S. (from letters, movies, etc.)? What else do they need to know or know how to do? Draw or list their ideas on newsprint and save for use later in the lesson.
- Review each suggestion listed, having students explain how they might meet those needs. How will they learn the things they need to learn? Will someone teach them? Who? Will they try to find out by themselves? How? Etc. Help them keep their expectations realistic.

2 Cultural Exploration

Cultural Adjustment. Students identify survival skills they have used or developed in adjusting to life in the refugee camp and how they might apply these skills to living in the U.S.

- Explain that the class will focus on life in the refugee camp for awhile. If available, post or distribute some pictures of refugees performing daily routines in the refugee camp. Allow them to examine the pictures and identify the activities in each.

- Ask the students to compare their daily lives in the camp and in their native country. What are they required to do in the camp that they didn't have to do before? What do they choose to do in the camp that they didn't do in their homeland?

- Instruct each student to state at least one thing he or she has learned to do in order to "survive" in the camp. (Answers will vary according to background, sex, age, etc.) Possible responses:

  * speak a foreign language
  * use different currency
  * pick up food and supplies on scheduled days and at scheduled times
  * go to school/study
  * cash money orders
  * wash own clothes/cook own food
  * shop at the market
  * interact with foreigners
  * find out where to go for different services

- List their responses on the blackboard. Review each answer and ask students to explain how they learned to do these things. Did someone teach them? Who? How? Did they have a guide? Did they learn by themselves? How?

- Refer to the items they mentioned in the Pre-Test activity--the things they think they will need to know and know how to do in the U.S. How will they learn these things? Might they be able to learn how to do some things the way they learned to do other things in the camp? Encourage them to develop realistic expectations of themselves and of others who might be able to help them.

3 Resettlement

a Processing. Students explain the roles of various agencies in refugee case processing and sequence the processing steps.

- Show large flashcards, one at a time, naming the agencies that deal with the processing of refugee cases. Ask the students to describe their experiences with each agency (e.g. questions asked at an interview, movement from one camp to another). Comment on their explanations as needed to clarify information about the functions of the agencies.

- Distribute the cards to individual students. Ask them to stand in front of the class in the order in which the agencies process a refugee's case. Encourage classmates to decide if the sequencing is correct. Have the students holding cards explain the role of the agency mentioned on their card.

- Vary this by beginning the activity with a contest. Have the students form two groups. To each group give a set of cards with the names and/or abbreviations of all the agencies involved in refugee processing. Allow the groups to meet together to decide upon the order in which the agencies process a refugee's case. Then, have the groups post the cards in the proper sequence. (Set a time limit for this.)

- As a class, compare the two sequences. Ask the groups to defend their ordering and explain what each agency does. Clarify information as needed in order to produce a final sequence.

b Getting Resettled. Students identify some considerations made in refugee placement and resettlement site selection.

- Present pictures and descriptions of three different refugee "cases."

Husband and Wife	Single Man	Family of Eight
The wife's sister lives in New York and wants to sponsor them.	A distant cousin lives in Los Angeles and wants to sponsor him.	They have no relatives in the U.S.

- Ask the students to decide where each will initially resettle in the U.S. and why. Who decides where refugees will go? What do the agencies consider in determining where to place refugees for initial resettlement?

- Add or clarify information as needed:

  * The husband and wife can go to New York as reunification with close relatives is permitted.

  * The single man might not be resettled in Los Angeles. That area is "impacted"--there are many refugees there and support services are overburdened. His cousin is not a close relative so this man will probably be resettled in a non-impacted area where a sponsor can be located.

  * The family of eight will also be resettled in any non-impacted community where a sponsor can be located.

c Upon Arrival. Students explain some of their initial responsibilities in the U.S.

- Share some accounts of refugees' initial experience in the U.S. (These quotes are taken from questionnaires completed by refugee students after their arrival.)

  * "The first day I went to the volag agency to ask for money. Second, I went to the Social Security Office to get a Social Security card. After that I waited for it two weeks...I went to the doctor because they doubted about my

skin test...I went to X-ray again. Maybe I will take medicine for one year." (California)

* "I stay with my relatives and didn't go to any offices, yet." (Montana)
* "I don't have any problem with my health, but my wife has problems with her eyes. We went to the doctor. I went to the Social Security office the first week I was in the U.S." (Minnesota)
* "I arrived in the U.S. on May 24th. The next day, my father picked me up and took me to the volag office and to the Social Security office later." (California)
* "Everyone that is new in the U.S. must see the doctor. They need to check." (California)
* "When I arrived in the U.S.A. I went to the volag office because (the volag) takes care of me and I looked for a school. There are two schools: Seattle Center and Griffin Business College. I go to Griffin Business College." (Washington)
* "I had to enroll my children in the local school." (Georgia)

- Ask the students to identify the agencies the refugees visited and why they went to each place. Was it important for them to contact those agencies? Why or why not?
- Distribute posters showing some activities of refugees who have just arrived in the U.S. The posters should show refugees at:

Voluntary Agency

Public Health Dept.(Doctor)

Social Security Office

Children's School

Adult School

Job Development Office

- Have students explain what is happening in each picture. Ask them to identify some of their initial responsibilities upon arrival in the U.S.
- Expand this activity by conducting a mini-simulation in which students go to various agencies and complete necessary forms and interviews. Demonstrate with the classroom aide first.

4 Sponsorship

a Responsibilities. Students identify responsibilities of refugees and sponsors to each other in terms of initial resettlement.

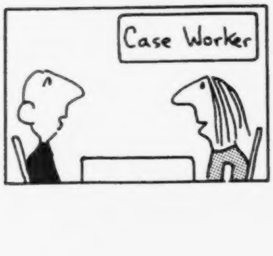
- Have the class form two groups. Distribute newsprint and a marker to each group. Ask one group to be the refugees and the other to be the sponsors. Instruct each group to list what they expect of the people in the other group. What responsibilities do they have? What should they do or try to do?
- Have the groups share their lists. Encourage questions and discussion. (One group may want to challenge the other about their expectations.)
- Review the two lists as a class, and eliminate those suggestions which are unrealistic. Clarify information as needed.
- Vary this by having students determine responsibilities separately for each type of sponsorship (e.g. relative, volag, group).

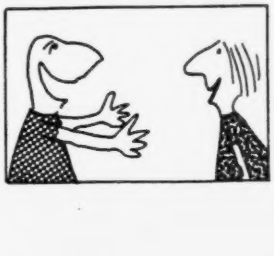
b Expectations. Students determine realistic expectations about sponsor responsibilities.

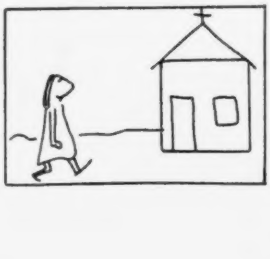
- Vary the previous activity by preparing sets of twenty cards each. On each card, list or draw items a sponsor might provide for refugees (e.g. furniture, food, car) or do (e.g. take shopping, enroll in school, take to the beach).
- Distribute one set to each of four groups. Ask the groups to choose ten cards that show the important things sponsors should do or provide for newcomers. Next, ask them to choose only the five most important things. Then, ask them to select the one thing they feel is the sponsor's number one responsibility to do or provide.
- Compare the groups' choices. Ask them to explain their reasoning. Review the expectations and, along with the students, determine which are realistic and which are not and why.

c Letters. Students describe the basic types of sponsorship.

- Present some Letters from refugees (see Techniques and Appendix) describing their experiences with and impressions of their sponsors or sponsoring agencies.
- Follow-up each letter with questions to help the students identify the diversity of refugee/sponsor relationships. In each example, how did the refugee feel about the sponsor? How might the sponsor have felt about the refugee? What did they do for each other? What did the refugee do for himself or herself?
- Ask students to share what they have heard from friends and relatives about sponsors and voluntary agencies.
- Post three pictures, each depicting one model of sponsorship (e.g. voluntary agency case management, sponsorship by a relative, group or individual sponsorship). Review and explain each picture.







- Referring to the information in the letters, elicit from the students the similarities and differences between these models of sponsorship. What are the advantages and disadvantages of each? Be sure to remind the students that these are just examples. Everyone's experiences are unique.

5 Assessment

a Perspectives. Students identify and suggest solutions to conflicts that may arise between refugees and sponsors or sponsoring agencies.

- Have the students form groups of two, three or four. Distribute one situation card to each group (see Appendix). Instruct the groups to read their situation, identify the conflict(s) and devise solutions to the problems. Ask them to do a Dramatization (see Techniques) of their story and its solution. Have them explain why the problems arose and how they might have been avoided.
- Vary this by presenting the situations using drawings or puppets.
- Encourage classmates to offer alternative explanations of the problems and solutions.

b Goals for the First Month. Students set goals for themselves in terms of meeting their needs and responsibilities upon resettlement.

- Post the initial list of "needs" generated in the Pre-Test activity. Also, display the posters of refugees visiting different agencies in the U.S. Distribute blank paper to each student.
- Instruct the students to walk around and review the list and the pictures. Along with the classroom aide, circulate to clarify information if the students ask questions about the list or pictures.
- Ask the students to sit down and write some goals for themselves for their first month in the U.S. What will they need to do? Where will they need to go? What would they like to do? (Goals will vary depending on their family, sponsorship and resettlement situations.)
- Vary this by setting some goals as a class. Draw a picture on the blackboard to indicate "school" and ask students to identify what they will do about education (for themselves or for their children) soon after they arrive in the U.S. List their responses on the blackboard. Continue with drawings to indicate "employment," "health," "housing," etc.
- Review the goals. Help them keep their initial goals realistic.

Notes

Preparation

If possible, check ahead of time to see where the students will be resettling and what type of sponsorship they will have. (This information might be available from JVA or the refugees themselves.) Adjust the focus of the activities accordingly. (For instance, if all the students will be sponsored by relatives you could concentrate on the experiences and responsibilities involved in that model of sponsorship.)

Language

Advanced Vocabulary. resettlement, agency, JVA, volag, UNHCR, ICM, sponsorship, unhappy, afraid, homesick, lonely, worried about ____,

Advanced Structures. In (native country or refugee camp), I worked as a _____/played _____/taught _____/studied _____/was a _____. I'd like to go to the _____. My _____ needs to go to _____. Can you tell me where the _____ is?

Variations

Have the students form four groups. Ask each group to compose three questions about sponsorship or resettlement. Have group members read their questions to the other groups who then answer to the best of their ability. Clarify or add information as needed.

Along with the students, add to a Story Line (see Techniques) so that a fictional refugee family goes from the native country to the country of asylum, studies in the refugee camp and arrives in the U.S. Present some "experiences" of that family concerning resettlement and sponsorship.

Appendix

letters from refugees: sponsorship, page 436
teacher information: resettlement questions and answers, page 437
teacher information: sponsorship questions and answers, page 438
situations: resettlement, page 439

Concerns

Refugees' resettlement and sponsorship cases and experiences are all individual. Be sure to emphasize the fact that situations and experiences vary a lot and that they should prepare themselves to meet whatever arises.

If students ask for information about their own resettlement, it is important to refer them to the agency responsible for a given task or type of information. It is not the duty of the cultural orientation component to explain details of the students' individual cases.

Bits and Pieces

[1] *The U.S. Refugee Act of 1980 states a refugee is a person compelled to leave his/her country because of persecution on political, religious or ethnic grounds, or reasonable fear of such persecution if the person were to return to his/her country.*

[2] *Refugees in "first asylum" countries must follow a series of steps to get from the country of first asylum to the U.S. Presented below is one possible scenario for the processing of a refugee:*

UNITED NATIONS HIGH COMMISSIONER FOR REFUGEES

Entrance to Camp/Registration with UNHCR

- conducts initial interview with new arrivals.
- refugee also registers with appropriate government authorities.

JOINT VOLUNTARY AGENCY/ETHNIC AFFAIRS OFFICER

Registration with the U.S.

Interview/ Casework by JVA/EAO

- under contract with U.S. Department of State to do initial interviewing for the U.S.
- caseworkers are refugee advocates who try to get as much information as possible from the refugees in order to present a strong case to the Immigration (INS) officer.
- classifies refugees as to their eligibility status. Note: JVA makes no subjective decisions. In order to be eligible for U.S. program, the person must fit into one of several categories.
- EAO verifies information related to refugee's U.S. or native country government connections.

IMMIGRATION AND NATURALIZATION SERVICE

Interview with INS

Move to Refugee Processing Site

JVA

- makes final acceptance/rejection decision in each case.
- acceptance depends on eligibility categories, whether the person fits the definition of a refugee (see above) and the honesty of the applicant.
- notifies the person of acceptance or rejection.
- JVA contacts refugees again to find out where and with whom they want to live in the U.S. They update biographical data, relatives' addresses, etc.

INTERACTION

Case Assignment by INTERACTION

- consists of many voluntary agencies responsible for helping resettle refugees in the U.S.
- JVA sends information to the "Refugee Data Center."
- holds regular allocation meetings in New York.
- distributes refugee cases among the various agencies.

ENGLISH AS SECOND LANGUAGE/CULTURAL ORIENTATION/PRE-EMPLOYMENT TRAINING

Attendance in ESL/CO/PET Program and Final assurance

- prepares refugees for successful resettlement.
- attendance is mandatory for refugees between certain ages, who will be going to the U.S.
- a Voluntary Agency (Volag) gives a guarantee to INTERACTION that it will sponsor a certain refugee.

INTERGOVERNMENTAL COMMITTEE FOR MIGRATION

Medical Exam by ICM/ Departure

- provides medical examinations and chest X-rays in camps to ensure U.S. health regulations are met.
- arranges for transportation to the U.S.

3 Three Types of Sponsorship

Refugees are sponsored by:

- individual relatives or friends
- a church, synagogue, civic club or other group; an individual; a family
- a local voluntary agency (perhaps an affiliate of a national volag) which may assign refugees to a case worker, sometimes bilingual.

4 The national offices of the Voluntary Agencies locate each type of sponsor. It is only through agreement with a national Volag that any person, group or agency can sponsor a refugee.

5 The major aim of the U.S. resettlement system, overseas and in the U.S., is to get eligible refugees to the U.S. and help them become self-sufficient as soon as possible. The training programs in the Refugee Processing Centers and the sponsors--ideally--serve to bridge the gap for new arrivals, to set them on the path to be able to take care of their own needs and become comfortable and confident in their new surroundings.

6 For refugees coming from a background of years in refugee camps, prisons or living under totalitarian governments, the expectation of making decisions and using one's own initiative may be difficult. Confidence in their ability to take care of their own needs, particularly in an unfamiliar environment, may be lacking.

7 Potential Areas of Conflict

The differences in expectations and experiences may lead to conflict between refugees and their sponsors.

A refugee might:

- expect a sponsor to take him/her everywhere as long as he/she feels uncomfortable or afraid.
- insist on studying while being supported by the sponsor.
- feel obligated to attend a sponsor's religious services.
- expect a sponsor to provide material goods (e.g. pots, pans, T.V., car).
- compare sponsoring agencies or sponsors and accuse some of cheating or not being fair.
- expect relatives who are sponsors to be "the same" as before and spend a lot of time with them.

A sponsor might:

- expect a refugee to shop, take buses, etc. alone after being shown once.
- expect a refugee to try to find a job as soon as possible or take any job offered.
- want the refugee to attend the sponsor's religious services.
- want the refugee to earn his/her own money and make his/her own purchases.
- expect a refugee to understand that each agency uses its resources differently.
- be busy and not have time or money to take the refugee everywhere and buy everything.

Planning

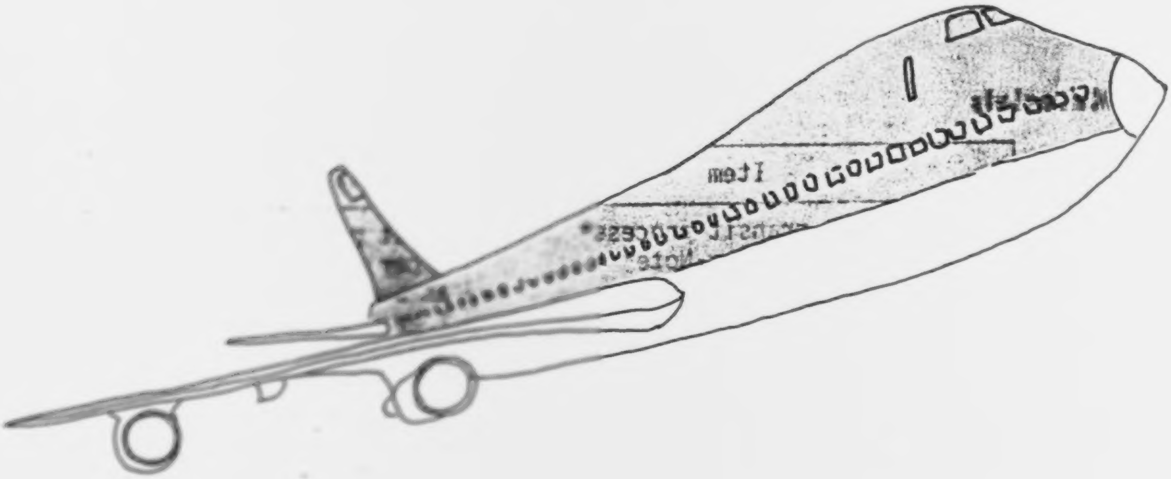
WE'VE
NOTHING
TO FEAR
BUT FEAR
ITSELF

Lesson 58

The Transit Process

"We're on our way!"

Refugees will be curious about the procedures they must follow in transit from the refugee camp to the U.S. This lesson makes the students familiar with basic procedures and gives them an introduction to airplane regulations and services.



Objectives The students will be able:

- to explain the series of steps they must follow to get from the refugee camp to the U.S.
- to explain their obligation to repay the ICM loan.
- to identify and sort appropriate and inappropriate articles to include in their baggage to the U.S.
- to describe the basic procedures they will follow at the airport.
- to identify and suggest solutions for problems they may encounter on the airplane.

58

The Transit Process

Rationale

The transit process is the link between life in the refugee camp and initial resettlement in the U.S. The process may be long (transit camps, medical exams, bus or boat rides, airplane journey) and seem complicated (various forms to sign or carry, instructions to follow). It is to the refugees' advantage to understand what their responsibilities are throughout the process and to be familiar with some situations they may encounter along the way.

Skills

sequencing steps
weighing options
determining priorities
identifying problems
solving problems
clarifying information
communicating in English

Materials

Item	Quantity	Activity
flashcards: transit process*	1 set per class	1
handout: Promissory Note*	1 per student	2a
baggage items	as available	2b
large and small suitcase	1 each per class	2b
slides, video or pictures: airport*	as available	3a
ICM bag and contents*	1 per class	3a
pictures: on the airplane*	as available	3b
cards: problem situations*	6-7 per class	3b
chart: flight times*	1 per class	3c
yes-no questions*	20 per class	4

* preparation needed before class

Language

I'm (cold).
My (son) has a (headache). Do you have any aspirin?
Can I have some water?
Where is the toilet?
Can you help me?

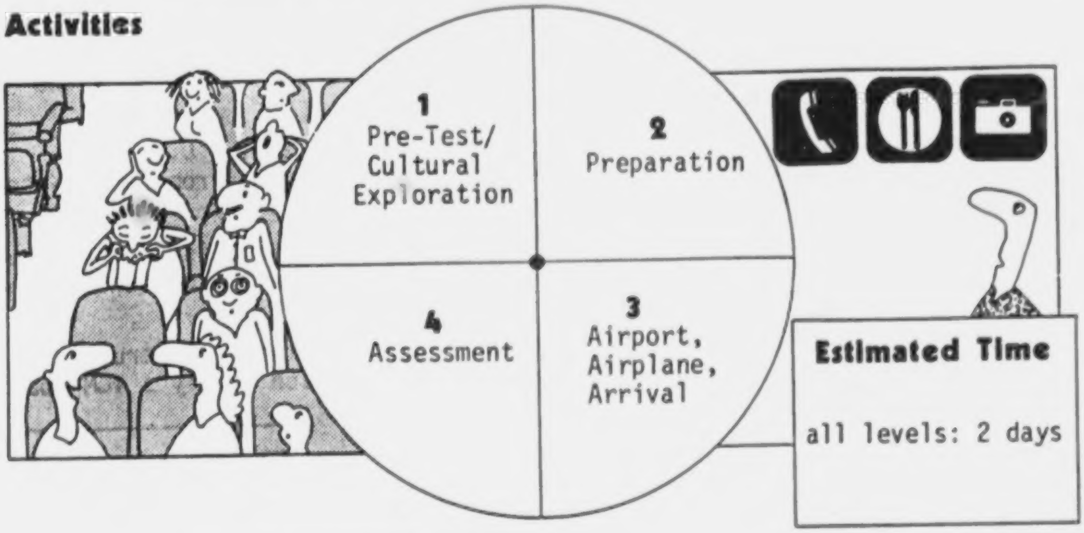
Vocabulary

airplane
airport
ICM bag
water
diaper
blanket
(family members)
toilet
cold
hot
hungry
thirsty
headache
(final destination)

Literacy

TOILET
OCCUPIED
VACANT
FASTEN SEAT BELT
NO SMOKING
EMERGENCY
EXIT

Activities



Estimated Time

all levels: 2 days

1 Pre-Test/Cultural Exploration

Step-By-Step. Students explain the series of steps they must follow to get from the refugee camp to the U.S.

- Distribute flashcards to individual students, each card indicating (in words or pictures) one step in the transit process.

Graduation from ESL/CO/PET

Final Medical Exam

Sign Promissory Note

Pack Your Baggage

(Asylum Country) Airport

Flight to U.S.

Flight to Final Destination

- Instruct the students to post the cards on the blackboard in the correct order of events.
- Review each card, having the students explain what each procedure involves. Re-order the cards as necessary. (Sometimes the order will vary with individual cases.)
- Ask the students how they knew what to do to get from their first asylum camp to their present location. Did they get there on their own? Did they follow instructions? Who gave the instructions?
- Explain that this lesson will make them familiar with the basic steps involved in the transit process and with their responsibilities related to the trip. They must, however, be prepared to follow the instructions of camp, ICM and airline authorities.

2 Preparation

a Promissory Note. Students explain their obligation to repay the ICM loan.

- Ask students who pays for refugees' flights to the U.S. Have those who mention ICM explain the purpose of the Promissory Note. Add or clarify information as needed.
- Distribute handouts of the Promissory Note in English or the students' native language (see Appendix). Review the contents item-by-item as a class.
- Present descriptions of several refugee families. Instruct the students to calculate the total amount of each family's ICM loan.

father:
 30 years old
sons:
 7 and 13 years old

mother:
 42 years old
father:
 40 years old
sons:
 13,16,20 years old
daughters:
 1, 10 years old

mother:
 24 years old
grandmother:
 50 years old
daughters:
 5 and 6 years old
son:
 1½ years old

- Explain the consequences of not repaying the loan. How will that affect their families? How might that affect future refugee applicants for admission to the U.S.?

b Baggage. Students identify appropriate and inappropriate articles in baggage bound for the U.S.

- Set up and label three tables A, B and C. On Table A, place items that people might consider taking with them to the U.S. Suggested items:

clothes
cigarettes
pots and pans
guitar
gun
herbal medicine
long, sharp knife
school worksheets
handicrafts
umbrella
blanket
money
scissors
watch
whisky
toilet paper
cooking gas
casette player
fresh fruit
mosquito net

- Explain that the U.S. has rules governing what can and what cannot be brought into the country. Invite volunteers to choose one item each and place it on Table B if it is allowed to be taken into the U.S. or on Table C if people should not bring it. After all objects have been sorted, review the choices and discuss.
- Show a large suitcase (or box) and a small carry-on bag. Explain that each passenger is allowed to bring a small piece of luggage on the airplane with him or her. The rest of the belongings must go in the baggage compartment of the plane.
- Recruit two volunteer "families" (four or five people each). Ask the first family to sort the items on Table B into the large suit-

case and the smaller bag. Then, let the next "family" change anything they feel is packed in the wrong place. Have the two families explain and defend their choices. Encourage comments and questions from classmates. Add or clarify information as needed.

- Elicit what items students will take and what they might leave behind. List their suggestions on the blackboard. Ask which item they would bring if they could bring only one thing. Why? Which would they bring if they were allowed only two things? Continue prioritizing the list. Discuss weight restrictions and the fact that some things are not necessary in the U.S. (e.g. mosquito net).
- Review the situations and responses as a class. Have the students practice explanations and requests in English.

c In the U.S. Students explain the function of U.S. customs and practice reading domestic flight schedules.

- Refer students to the baggage sorting activity. Ask them who will check to see if they brought anything inappropriate into the U.S. When will their baggage be checked?
- Explain that ICM or resettlement offices will help newly-arriving refugees transfer to flights to their final destination after they have been cleared through customs.
- In advanced classes, post a chart of domestic flight times. Review the terminology and the information on the chart. Have the students form four groups. Give each group a question. Ask them to answer the questions using the chart for reference.

DEPARTURES FROM SAN FRANCISCO

Destination	Departure Time	Flight Number	Gate Number
Denver	9:25 AM	807	16
Kansas City	10:40 AM	119	14B
Los Angeles	11:55 AM	064	18
Houston	1:10 PM	223	9
Chicago	3:35 PM	096	20

  - * Your plane has arrived in San Francisco from Hong Kong at 8:00 AM. You have a reservation on Flight 119. How much time do you have before the flight leaves? From what gate will it depart?
  - * Your final destination is Chicago. What is your flight number?
  - * An official told you to get on the plane forty-five minutes before departure. You are going to Los Angeles. What time should you get on the plane? At what gate?
  - * Which flight will definitely leave in the morning and arrive in the afternoon?

3 Airport, Airplane, Arrival

a Taking Care of Business. Students describe the basic procedures they will follow at the airport.

- Show slides, a video (see Techniques) or pictures of the steps refugees follow at the airport. Have students identify what people are doing in each scene. Clarify information as needed. Remind the students of the importance of following ICM and airport instructions.
- Hold up a sample ICM bag. One-by-one, take out its contents and explain each item's function.

b The Flight. Students identify and suggest solutions for problems they may encounter on the airplane.

- Make the students familiar with some airplane rules and services by showing pictures, explaining and demonstrating. Include safety regulations (e.g. fastening seat belts, emergency exits) and features (e.g. food and beverages; aircraft toilets; availability of blankets, diapers, aspirin).
- Arrange the seats in rows as they might be in an airplane. Explain that you and the classroom aide are flight attendants. Distribute situation cards to various students. Instruct them to read the cards and take the appropriate action. Sample situations:
  * Your son is cold. He has no blanket.
  * You just finished lunch, but you're still very thirsty.
  * You forgot to bring diapers for your baby.
  * You don't know how to lock the bathroom door.

4 Assessment

To Do Or Not To Do. Students demonstrate their understanding of the topics in this lesson by answering questions.

- Present a quiz, either as a written test or as a competition between two teams. Ask questions that must be answered YES or NO.

* Should you pack your ICM bag in your checked-in baggage for safety?	(NO)
* Will ICM officials give you instructions at the airport?	(YES)
* If nobody meets you when you reach final destination, should you go on another airplane to a different city?	(NO)
* Are you allowed to ask for soft drinks at most times during the flight?	(YES)
* Do airlines often have magazines available to read and decks of cards for the passengers?	(YES)
* If you can't afford a monthly payment for your ICM loan, should you write to your national volag and explain the situation?	(YES)

Notes

Preparation

For the exact steps in the transit process and the procedures they will go through at the airport, check with your local ICM officials. Regulations and procedures may vary from site-to-site, and they may change, too.

Language

Advanced Vocabulary. boarding pass, ticket, gate, departure, arrival, baggage, suitcase, customs, promissory note.

Advanced Structures. Is it OK to bring this? How should I pack this? Where is gate ___?

Variations

In advanced classes, distribute sample airline tickets and boarding passes. Ask the students to find the following information on the tickets: passenger name, destination, flight number, departure date and time. Have them locate information on the boarding pass as well (e.g. gate number, seat number, smoking or non-smoking section).

Present the last step of Activity 2b, "Baggage," as a Dilemma. (See Techniques.)

Have the students read a Picture Story about a refugee family arriving at the airport. (See Techniques.)

Share Letters from refugees (see Techniques) writing about their "transit" experiences.

Expand Activity 3b, "The Flight," into a full-scale simulation. See the simulation, "An Airplane Trip," in this handbook.

Appendix

handout: promissory note, page 423

Concerns

Hundreds of thousands of refugees have flown to the U.S. They are given instructions and are usually met at their final destination. There is no reason to fear that "things will go wrong" if people learn how to ask for information or for things they need.

Be sure to stress the importance of repaying the ICM loan.

If students have questions about individual cases (e.g. administrative or medical holds), refer them to the appropriate agency.

Bits and Pieces

1 GETTING READY

Refugees are given medical screenings and x-rays throughout the time they are studying ESL/CO/PET. They are also given a pre-embarkation check-up before they depart. A "medical hold" (postponing departure for medical reasons) may be given because of x-ray results, skin diseases, pregnancy (30-33 weeks or more, etc.). For any serious condition that will need follow-up in the U.S., a medical guarantee from the U.S. is required.

2 ON THE WAY

Each refugee camp site has specific procedures that refugees must follow. Generally, it is OK to bring snacks on the bus to the airport and to have in the airport as well. Some food may be served at the airport. ICM staff people assist refugees with luggage check-in and immigration procedures. While in the airport, they may have a chance to change money to U.S. dollars. The head of household will receive an ICM BAG--a VERY IMPORTANT bag of documents. Contents:

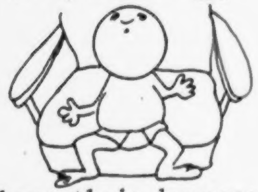
- *medical documents*
- *x-ray film*
- *family sheet (biographical data and photo)*
- *promissory note*
- *I-94 cards*
- *airline tickets*
- *boarding passes*

3 THE AIRPLANE

Refugees are usually seated together in the back of the airplane. Food and drinks are free. Alcoholic beverages are free on some flights. Airlines usually have diapers aboard.

Refugees have had particular trouble with:

- *Dehydration. (They don't drink enough. They should ask for more drinks and take water from the self-serve area near the toilets.)*
- *Toilets. (They don't know how to use them properly.)*
- *Storing Luggage. (It must fit overhead or under the seat.)*
- *Babies. (Diapers are required.)*

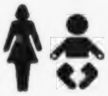


4 ARRIVAL

All international travellers go through CUSTOMS, where their baggage is inspected. Some refugees are met by their relatives or sponsors at their first arrival point. Others stay briefly at a transit center or hotel. Others board another plane and fly on to their final destination. ICM officials help refugees make connections to other flights.

Promissory Note

5 *The promissory note signifies an agreement between the Intergovernmental Committee for Migration (ICM) and the refugee that he or she will repay the cost of his or her family's flight to the U.S. The refugee is obligated to pay back the loan by sending monthly payments of specified amounts to his or her national volag office. Failure to pay will hurt a person's credit rating, and eligibility for certain government jobs. It may also hurt other refugees' chances of going to the U.S. if many people do not repay their loans. If a person cannot afford to pay the amount due each month, that person should contact the volag by letter or telephone and agree to pay whatever he or she can afford.*



AGE	*COST OF FLIGHT*
infant	*$ 48*
2-12 years old	*$240*
13-adult	*$480*

6 *Repayment schedules are specified on the promissory note. Payments usually begin by the sixth month the refugee has been in the U.S. One sample repayment schedule:*

Family Members	*Payment*	*Time*	*Total*
Two adults; three children	*$47/month*	*36 months*	*$1,680*

BAGGAGE

7 *As refugees pack their belongings, they should remember not to bring anything they won't really need in the U.S. There are various restrictions on what and how much each person (adult or child) can take.*

Weight

Each checked piece must not weigh more than 23 kilograms/ 50 pounds.

Checked Baggage

Two pieces allowed per person. Infants under two years old are allowed one piece. Knives or scissors should be wrapped and packed. Don't pack valuables in checked baggage.

Carry-On

Baggage must fit under the seat in front of you or in the overhead bin on the airplane. The sum of length, width and height can not exceed 115 centimeters/45 inches. Bring valuables to be sure they aren't lost (jewelry, money, etc.).

8 *Other Restrictions:*

Don't take fresh or prepared food. (Airline and customs regulations.)
Don't bring things you intend to sell.
Don't bring guns or other weapons.
Don't bring illegal drugs. (Customs checks with dogs.)
Don't bring flammable items (gas, alcohol, etc.).
Don't bring whiskey, beer or wine.

Planning

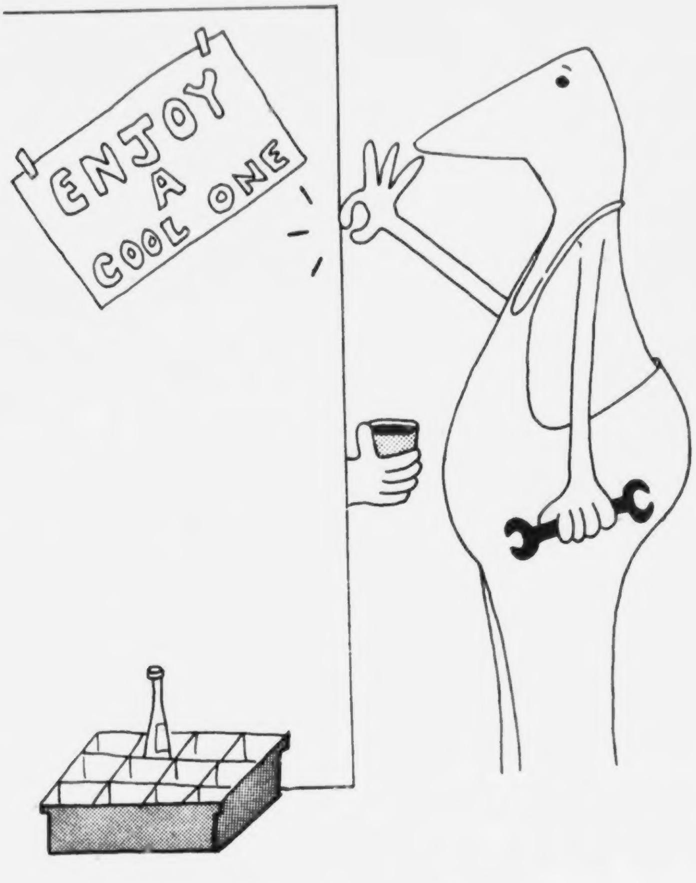
I'M UP IN
THE AIR
ABOUT
EVERYTHING

Lesson 59

Culture Shock

"I'm totally confused."

Refugees often experience confusion on or after arrival in the U.S. This lesson introduces students to some general phases of emotional adjustment to a new culture and aims to help them build skills to deal with that adjustment.



Objectives The students will be able:

- to define "culture shock" in general terms and to explain its recurrent nature.
- to identify areas of adjustment to life in the U.S. that may cause them some confusion, disillusionment or difficulty.
- to determine ways in which to deal effectively with the emotional effects of "culture shock."

59 Culture Shock

Rationale

As refugees attempt to "settle in" in their new community and their new country, they meet a variety of circumstances that are untried and different for them. Some of these experiences may be exciting. Others may be confusing, upsetting or frightening. By being aware of the fact that it is normal and common to experience a variety of emotions related to adjustment to a new society--sometimes over the course of years--refugees can be better able to cope with those emotional "ups and downs."

Skills

identifying problems

solving problems

Materials

Item	Quantity	Activity
stories: Americans abroad*	3-4 per class	1
chart: emotions*	1 per class	3a
pictures: emotions*	as needed	3b
blank paper	1 per student	3b
letters from refugees*	4-5 per class	3c
pictures: difficult situations*	as needed	4

* preparation needed before class

Language

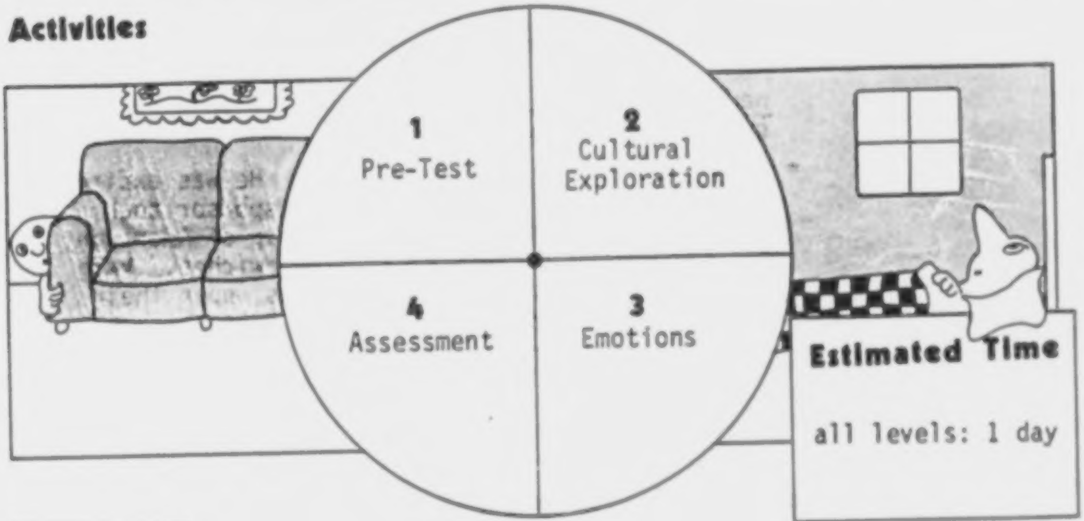
I feel __________.

I was __________.

I miss my __________.

Vocabulary		Literacy
happy sad angry scared excited	homesick lonely (family members) friend	

Activities



Estimated Time

all levels: 1 day

1 Pre-Test

Anecdotes. Students identify problems created by cultural differences, and determine constructive solutions to those problems.

- Share a few stories of difficulties faced by an American who went to live in another country. (If you are from the U.S., tell some of your own "humorous" tales of adjustment. If you are not from the U.S., gather some stories from friends or co-workers). Also, add a story about a refugee's experience in the U.S. Sample anecdotes:

  * Henry went overseas to work as a doctor. His wife was planning to join him in the new place in one month. Henry said to one of his co-workers, "When my wife arrives, we'll have to share the same bath water. Only one of us will be clean!" His co-worker didn't understand and asked Henry to explain. Henry described how he stood in the small water container to wash himself. There was not enough water to refill it completely after he took a bath and drained it. His co-worker laughed and laughed. "Henry," he said, "you're not supposed to stand in the water container. You're supposed to use a bowl to dip into the container and splash the water over you!" Henry felt very embarrased.

  * Sue wanted to mail a letter to her family back in the U.S. She asked someone how to get to the post office, but she didn't understand the directions very well. When she tried to find it, she saw a big building with a national flag outside. She couldn't read the name of the building. She was nervous, but she walked inside anyway. To her surprise, she discovered it was a school! She walked out quickly and continued down the road

where she finally found the post office. Once inside, she was nervous again. She didn't know how to ask for a stamp! She felt stupid. "I'll never be able to take care of myself in this country," she thought.

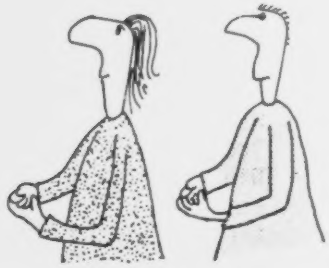
* Vang had just arrived in the U.S. He was excited about trying everything new. His sponsor took him out to a restaurant with a group of American friends. They all ordered big sandwiches. Vang saw everyone pick up the sandwiches, open their mouth wide and take a bite. He didn't think he could take such a big bite so he tried to use his fork. Then he started to pull the bread apart into little pieces with his hands. The others at the table started to laugh.

- Ask the students to pick out the problems. What caused them? How did Henry feel? How did Sue feel? What would be a good thing for Sue to do in her situation? What might Henry do?
- As you share the stories (through reading, pictures, drawing, etc.) be sure to keep the mood optimistic. By being able to laugh at their own embarrassment or mistakes, people might be more likely to learn from those mistakes and be willing to try again.
- Briefly define culture shock (in general terms). Point out how a variety of little or big situations can cause discomfort in a new culture and that there are constructive ways of dealing with that discomfort.

2 Cultural Exploration

Communication Game. Students identify areas of adjustment to a new culture that may cause confusion, frustration or difficulty.

- Conduct a Structured Experience (see Techniques) in which the students explore relations and communication between newcomers and residents in a community. Have the students form two groups. Send one group out of the room. Along with the classroom aide, explain that each of them will be a newcomer to country X. Their assignment is to enter the new community and to ask the people there any questions they want in order to find out about their new place (e.g. to locate the market or school, to ask about the weather).
- To the group remaining in the classroom, explain that they are residents of country X. In that country, people always put their right hand into a fist while speaking to others. If the person they talk to doesn't make a fist, they must walk away. Instruct students not to explain this communication system to the newcomers. Those people must figure it out for themselves. The residents of country X should, however, be very friendly and greet the newcomers when they first arrive. (Communication can be in the students' native language.)



- After the activity has continued for awhile, have the students sit down again as a class. Review the experience as a group.
  - How did you feel when you entered the new community?
  - How did you feel a few minutes after that? Why?
  - What happened (from your perspective)?
  - How did the people in country X communicate? How did you figure it out?
  - How did you feel after you learned the signal and were able to communicate with the residents?
  - How did you, the residents, feel about the newcomers who didn't know how to communicate properly with you?
- Ask some guided questions about the students' experiences when they first entered their country of asylum. Did they ever feel frustrated or angry? Why? What did they do to help solve their problems?

3 Emotions

a A Chart. Students identify situations that make them happy or sad and ways to deal with their sadness.

- Post a chart that lists or illustrates various emotions along one side and places on the other side.

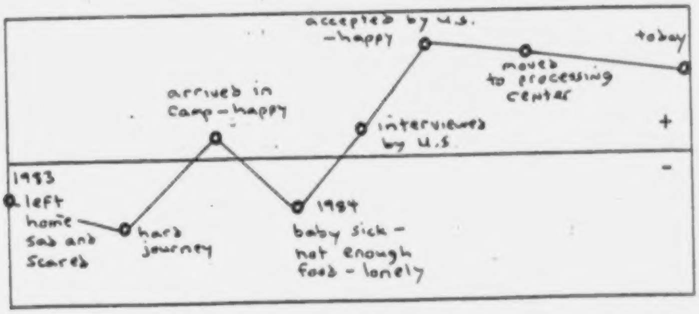
	happy	sad	angry	scared	excited
previous camp					
present camp					
the U.S.					

- Review and explain the "emotions" as a class. Next, ask students to share some things that made them happy in their previous refugee camp (or in their hometown). List or draw their responses in the appropriate place on the chart. Continuing to focus on that place, ask students to explain what made them sad, angry, scared and excited while there. Move on to discussing life at their present camp.

- Refer the students to various topics they have studied during their cultural orientation course. Ask them to identify situations they think might make them happy, sad, etc. in the U.S. (They could also use stories they have heard through letters from friends and relatives in the U.S.)
- When the chart is complete, ask the students to explain how they "coped" with their sad or angry or scared feelings in each place. Did their behavior change when they felt that way? How did they act? How did they try to help themselves feel better? How might they be able to help themselves feel better in the U.S.? Offer suggestions as needed.
- Vary this activity by having students complete charts individually and then share their experiences and thoughts with their classmates.

b Ups and Downs. Students identify a range of emotions and explain some of their emotional "ups and downs" since leaving their country.

- Facilitate a Brainstorming session (see Techniques) in which the students name as many kinds of emotions as they can. List the suggestions on the blackboard. (Use pictures of people displaying various emotions as cues, if needed.)
- Draw a large box on the blackboard with a straight line through it horizontally. Explain that this line represents a Time Line (see Techniques) of your life since leaving your country or your hometown or since coming to work with refugees. With the class watching and listening, mark points along your time line to represent special events or strong feelings and label those points with a date and a short description. For any feelings that were positive, place the point above the horizontal line. For those events or feelings that were negative, place the point below the line. An example:


accepted by U.S. -happy
today
moved to processing center
arrived in Camp-happy
interviewed by U.S.
+
-
1983 left home sad and scared
hard journey
1984 baby sick - not enough food - lonely

- Explain each event on your time line and the emotions involved. (Use emotion words elicited from the students at the beginning of this activity.) Give the students a chance to see that even their teacher has experienced happiness and sadness over the course of a short time.

- Distribute blank paper to each student. Instruct everyone to draw an individual time line and label it with their own events and emotions since leaving their homeland.
- When they have completed their graphs, ask them to share their "stories" with another student. Have a few volunteers share their time lines with the entire class, explaining why they felt the way they did at each point and how they handled their situations. How did they help themselves feel better?
- Explain that it is normal to have a range of emotions, both positive and negative, wherever a person is.
    - * Do you think you might have emotional "ups and downs" in the U.S.?
    - * What might cause you to feel happy? Sad? Scared?
    - * What might you be able to do to help yourself feel better?

c Phases. Students define "culture shock" in general terms and explain its recurrent nature.

- Present a series of Letters from one refugee that shows a variety of experiences and emotions since settling in the U.S. (See Appendix for a sample series and Techniques.)
- Ask students to define culture shock in general terms, using this refugee's experiences as a guide.
    - * When does culture shock happen (e.g. once, after three months, after one year)?
    - * How can a person know that he or she is experiencing culture shock?
    - * How can a person know if another person is experiencing culture shock?
    - * What did the refugee who wrote these letters do to start feeling better?
- Explain the stages of culture shock, reminding the students that everyone's experiences are unique.

4 Assessment

Coping. Students determine ways in which to avoid or lessen the emotional effects of "culture shock."

- Draw the following chart on the blackboard, leaving the spaces blank:

Situation	Unhelpful Response	Helpful Response
You're yelled at by your boss.	Refuse to talk to the boss again. Quit the job.	Listen carefully. Try to improve. Explain your reasons for doing what you did.
You accidentally break your neighbor's window with a soccer ball.	Laugh or giggle. Run away.	Apologize. Offer to pay for a new window.

- Show pictures and/or tell stories of refugees in the U.S. who encounter difficulties. Ask the students to restate the situations to be sure they understand them. Then, ask them to suggest a response that might complicate each situation--a response that would be inappropriate or unhelpful.
- Next, have them suggest a response that would improve each situation--a response that would be appropriate or helpful. Complete the chart by listing or drawing their suggestions.
- For each situation, ask the students to explain why and how certain responses or actions might cause further trouble for the refugees and to explain how other responses would be more constructive in avoiding or lessening the effects of culture shock.
- Vary this by presenting the students with two responses to each situation. Allow them to determine the unhelpful and the helpful response. Be sure to remind them that there is not one right and one wrong way to respond to each of these circumstances.
- Explain that there are community service agencies (see Lesson 31) that can offer help to refugees who encounter trouble.

Notes

Preparation

Review the information about professional mental health services in the U.S., explained in Settling In, Book 1.

Prepare a chart or graph of your own "emotional" experiences to use as an example for the class.

Language

Advanced Vocabulary. More "emotion" words: curious, frustrated, hopeful, depressed, etc.

Advanced Structures. I felt _____ because I __________.

Variations

Along with the students, create a Story Line (see Techniques). Present the story of one family's adjustment to living in the U.S. over a period of months or years. Have the students identify the general phases of culture shock the members of the family are experiencing at each point in the story and ask them to suggest ways to cope with their culture shock.

Related activities and information regarding mental health and emotional well-being can be found in Lesson 19, "Maintaining Good Health," in Settling In, Book 1.

Appendix

letters from refugees: culture shock, pages 440-441

Concerns

In some languages, the term "mental health" is frequently used and understood as "mental illness." There is so much negative feeling about mental illness that people are not willing to admit they have a problem or seek help.

People have varying degrees of difficulty sharing their emotions with others. Some may attempt to suppress their feelings instead of showing their unhappiness. In this lesson, you may want to reinforce the positive results of sharing feelings with others who can offer advice or support.

59 Culture Shock

Bits and Pieces

1 *CULTURE SHOCK is the form of complex emotional stress that happens when people move from one culture to another.*

2 *There is no definite pattern to people's experiences. Each person's situation is unique. A person may experience a range of emotions, sometimes repeating old reactions and feelings over and over again. Some mental health experts have noted the following general phases of culture shock that many people experience:*

First Phase: Fascination. When you move to a new culture it is often very exciting and fascinating at first. You see mostly the good and ignore some of the problems. Everything seems interesting. You may be very curious about all that is new around you.

Second Phase: Disenchantment. At some point, you begin to encounter problems. There are difficulties and misunderstandings caused by language and behavior differences. You increasingly discover yourself to be a stranger and an outsider. The fascination wears off and is replaced by missing the old and the familiar. You might begin to dislike the new sights, people, language and food. In extreme culture shock, a person will avoid any contact with the new environment, and will spend all of his or her time with his or her own ethnic group, dreaming constantly about "home" and remembering only the "good" things.

Third Phase: Recovery. Finally, somehow, you begin to get better. For most people it is easier to adjust to the new than to keep suffering. Language is one key. Usually a person who learns the language quickly moves through culture shock more rapidly. As you learn how to function you have increasingly more positive and satisfying experiences which reinforce your adjustment and well-being in the new society.

Fourth Phase: Acculturation. There is no precise moment in time that can be predicted, but at last the stranger feels at home in the new culture. You can never forget your old life, but you have real interest and excitement in your new life, too. There are connections and involvements in the new environment which sustain you and would make it very difficult to leave and go back.

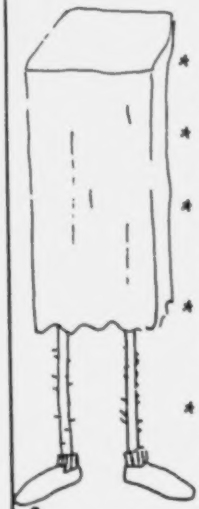
3 *Some signs of depression or emotional upset:*

- *constant crying*
- *feeling like beating your spouse or your child*
- * *constant headaches*
- * *inability to sleep when no physical cause can be found by a doctor*
- *eating disorders (not eating enough or eating all the time)*
- *lack of energy; no interest in anything*
- * *constant stomach upset*

4 SOME AREAS THAT MAY CAUSE DIFFICULTIES AND EMOTIONAL STRESS FOR REFUGEES:

- *unrealistic expectations in terms of jobs and money.*
- *memories of traumatic escape experiences from the homeland.*
- *uncertainty about the future.*
- *changing expectations of women and men and parents and children.*
- *inability to find a job.*
- *homesickness, loneliness, being separated from family and friends.*
- *lack of English language ability.*
- *poor housing conditions (dangerous neighborhoods).*
- *misunderstandings of cultural behavior.*
- *loss of social status.*
- *guilt feelings for leaving loved ones in homeland or camps.*

5 Coping Strategies:
How to Help Yourself Feel Better



* *By* *recognizing* *that you are experiencing culture shock, you take the first step in "getting over it."*

* *There is no need to feel ashamed or guilty for being depressed. Many people go through periods of depression.*

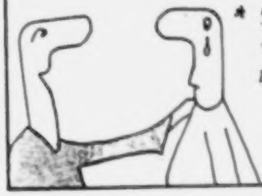
* *Don't isolate yourself. It's important to seek out friends or relatives or community service providers who can be supportive.*

* *A change in attitude can help you get better. It helps to* *believe* *that you will be more comfortable and less lonely eventually.*

* *Talking with a mental health counselor can help you figure out ways to help yourself feel better.*

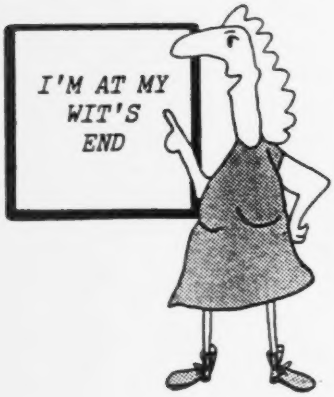
6 Mental Health Counselors:

When family and friends are busy with their own problems, they might not have the time to help others who are in need. In the U.S., mental health professionals (counselors) are available to listen to other's experiences and feelings and to offer some advice. A counselor is seen as a helper. Going to a counselor is *not* *punishment for doing something wrong. Rather, it is a positive step in learning how to improve one's situation. Mental health clinics, hospitals, schools and Mutual Assistance Associations all may offer counseling services.*



* *The use of mental health bicultural/bilingual interpreters and paraprofessionals has become more common in certain areas of the U.S.*

Planning

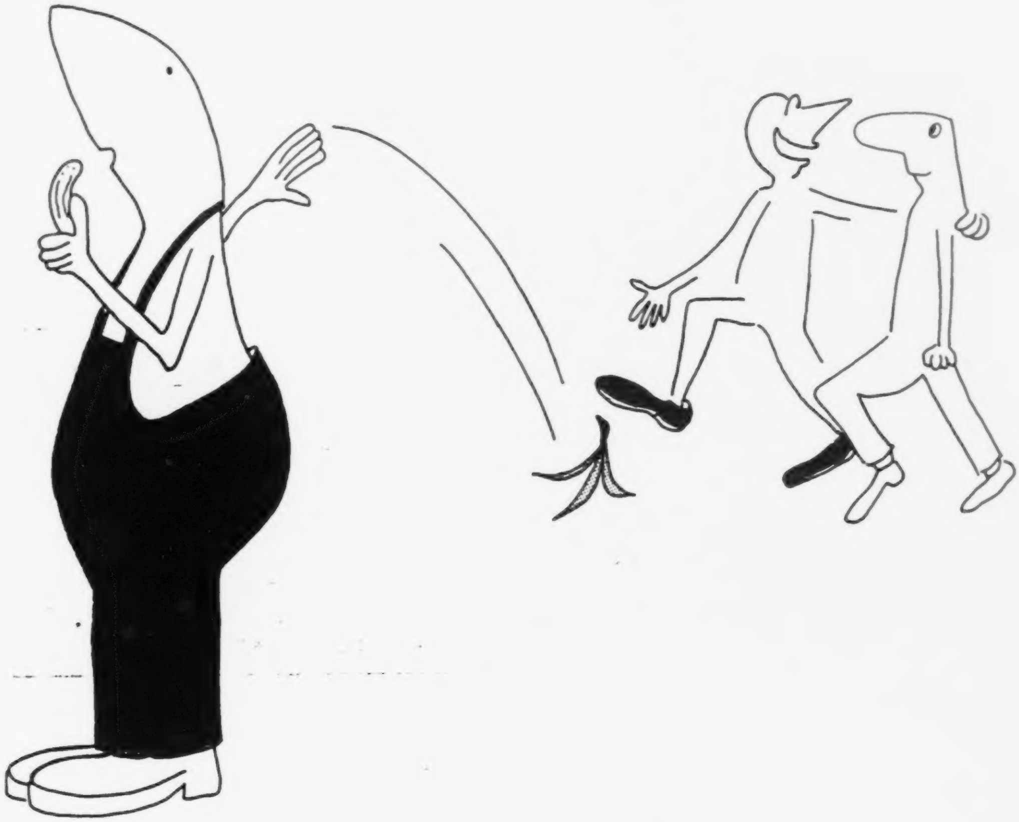

I'M AT MY WIT'S END

Lesson 60

Secondary Migration

"I heard there are more job possibilities over there."

For a variety of reasons, many refugees move from their initial place of resettlement within the first six months or year in the U.S. This lesson makes students familiar with patterns of refugee migration in the U.S. and with possible consequences of that movement.



Objectives The students will be able:

- to describe patterns of refugee migration in the U.S.
- to identify and explain some reasons for secondary migration and the possible consequences.
- to identify factors to consider when thinking about moving from one place to another.

60

Secondary Migration

Rationale

Secondary migration of refugees is a common phenomenon in the U.S. While this movement may have some positive consequences for the refugees, it may also bring about some negative results for the people who move and for government and resettlement service providers who are straining to meet the needs of all the people seeking assistance. By identifying various options (and possible consequences of those options) in given situations, refugees can prepare themselves to be able to make educated and responsible decisions regarding their own migration within in the U.S.

Skills

- clarifying attitudes
- identifying problems
- weighing options
- solving problems

Materials

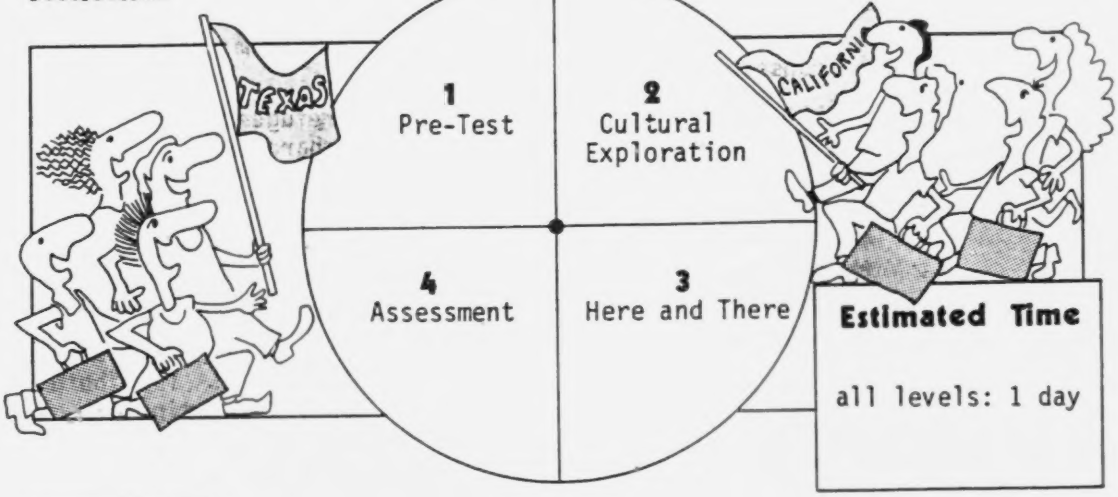
Item	Quantity	Activity
handout: U.S. map*	1 per student	1
poster: U.S. map	1 per class	1
poster: map of students' native country	1 per class	2
case study: one family*	1 per class	3
pictures: story characters*	7 per class	3
role cards*	4 per class	3
chart: reasons and consequences*	1 per class	3, 4
critical incidents*	4-6 per class	4

* preparation needed before class

Language

	Vocabulary	Literacy
I live in (state). I want to live in (state). I need a job. money I want to go to school. I have a job. It's too cold. I'm happy here.	(family members) job money school sponsor hot cold happy lonely	(names of states)

Activities



Estimated Time

all levels: 1 day

1 Pre-Test

Refugees in the U.S. Students answer questions about the refugee population in the United States.

- Distribute a handout of a U.S. map to each student. Ask everyone to darken (with a pencil or pen) the states where most refugees from their region of the world live. Have some students point to those states on a large U.S. map.
- Next, ask each student to put an "X" indicating states where many refugees migrate. Use the large map to clarify for those who have difficulty locating the states on their own maps. Ask the students if they have friends or relatives in the U.S. who have moved from one state to another.
  - * Where did they move from? To?
  - * Why did they move to the new place?
  - * Do they plan to move again?

2 Cultural Exploration

Movement. Students explain patterns of movement in their native country.

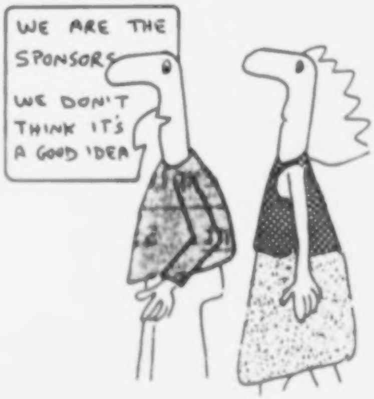
- Post a map of the students' native country. Ask the students to point to the area where they used to live.
- Ask several students to share their personal history.
  - * Where were you born?
  - * Where did you grow up?
  - * How often did you move?
  - * How far from your first home did you move?
  - * Why did you move?
  - * What are some other reasons why people move?
  - * What do people consider as they decide whether or not to move?

3 Here and There

One Family. Students identify reasons for secondary migration and the possible consequences.

- Present a Case Study (see Techniques) of one refugee family in the U.S. (Post pictures as you mention each new character.)
  - * M and L settled in St. Paul, Minnesota, two months ago. They came from (student's native country). They have five school-age children and their mother-in-law in their house. In (native country) they were farmers. They plan to move to California where they have cousins.
  - * Bob and Ann are M and L's sponsors in St. Paul, Minnesota. Bob is a salesman and Ann is a school teacher. They both work full-time. They were excited about sponsoring a refugee family and contacted a voluntary agency who helped them throughout the process.
  - * X and Y are M's and L's cousins. They live in Fresno, California. There are ten people in their house--M, L, a brother and sister-in-law and six children. The landlord said they can't have more than ten people in their house.
  - * Maria is a resettlement worker in Fresno, California. X and Y recently contacted her to tell her that their cousins would be arriving soon and would come to her for help with employment, school registration and housing.
- Distribute one "role" card to each of four groups who will act as M and L, X and Y, the sponsors, and the resettlement worker. Give them several minutes to read the role cards and think about their reaction to this family's planned move.

ST. PAUL
FRESNO


WE ARE THE SPONSORS
WE DON'T THINK IT'S A GOOD IDEA

- Invite group representatives to stand in front of the room and act as their assigned characters. Each can express his or her opinion about the move. From their perspective, do they think it's a good idea to move? Why or why not?
- Encourage questions and discussion from other classmates.

M and L

"The weather is so cold in St. Paul. And we haven't found jobs, yet. It is so expensive to pay for the heat in the house. We have nice, helpful sponsors. But, they don't really understand our situation. We have heard from our cousins in California about the good life out there. They have nice weather, too. We miss our cousins very much. And, our cousin has a job already."

BOB and ANN

"When we met M and L and their family we were so excited. They spoke just a little English, but we managed to communicate. We understood how they felt--confused, nervous. But, they were taking English classes and seemed very happy. They had an apartment and were close to a bus stop. What more could they want? We told them to call us if they needed anything, but they rarely called because they were happy. Then, they left without saying thank you or good-bye or even asking for our advice."

X and Y

"We miss our relatives in the east. We wish we could be closer to them. We feel good here in California. My husband is proud that he has a job, even though it's just part-time. He works as a parking lot attendant. We have many (students' ethnic group) friends here. We are excited about seeing our cousins again. Maybe they will have a house and be able to go to school soon."

MARIA

"Unemployment is already high in this area. Refugee unemployment is especially high. We know people come here because this is an agricultural region, and they hope they can get farm jobs, but it just isn't possible most of the time. We don't have enough resettlement counselors to handle our initial case loads, so these secondary migrants are an extra burden. Housing in this area is difficult to find. ESL classes are full right now. These new arrivals will have to get on a waiting list."

- Place a blank chart on the blackboard. Elicit from the students the specific reasons that led this family to leave their place of initial resettlement. Write their ideas on the chart.

Reasons for Moving	Result/Consequences

- Ask the students to consider the possible consequences of the family's move. What effects will this have right away? What long-term effects might they or the other characters in the story feel later? Which results will be positive? Which will be negative? Complete the chart as students offer suggestions.

4 Assessment

To Go or Not To Go. Students identify and suggest solutions for conflicts refugees may encounter in the U.S.

- Present brief Critical Incidents (see Techniques). For each situation, ask the students, in small groups or a whole class, to identify the problem and determine the appropriate action. What options do the characters have? What might they decide to do in each instance? Why? What factors might they have to consider when thinking about what to do (e.g. money, support services, family responsibilities)?

  * B received a letter from a friend in another state saying he got a job in a factory. B had been unemployed and bored for several months. He thought he would like to work in a factory.

  * K's family was resettled in a small town in the southern part of the U.S. There were no other refugees from their ethnic group in that town. Their sponsors had been friendly and nice, but K and the family wanted to move to a larger town in a different state where there were more people from their homeland.

  * L knew her parents didn't like her boyfriend. They said he wasn't "good enough" for her. Her boyfriend asked her to run away with him across the country. He said they could live with his brother there.

  * M's sponsor took him for a driving test three times in order for M to get a driver's license. M laughed after he failed the test the third time. His sponsor got angry and yelled at him. M thought he should move far away from his sponsor, but he wasn't sure where to go.

- After the conflicts and solutions have been identified, refer to the chart the students completed in the previous activity. Add additional reasons for secondary migration based on these incidents.

- Ask the students to identify the advantages and disadvantages of living in a region where many other refugees live.

- Review the list once more as a class. Elicit individual feelings or concerns about refugee secondary migration in the U.S.

Notes

Preparation

Create a family for the Case Study that resembles your students in terms of nationality and educational or occupational backgrounds.

In lower and intermediate level classes, have the Case Study "role cards" translated into the students' native language ahead of time.

Language

Advanced Vocabulary. transportation, finances, responsibilities, education, employment, housing, migration.

Advanced Structures. I'm thinking about moving. I need to consider __________. I need to talk with __________.

Variations

Stage a Debate (see Techniques) in which one third of the students argues in favor of secondary migration and one third argues against. The other students can be the judges who determine which side's arguments seem strongest and most reasonable.

Present the Critical Incidents as role plays or by using rods or drawings.

Concerns

Be sure to explain that refugees have the legal right to move wherever they want in the U.S. Americans move, too, for a variety of reasons. It is important to have enough money to move from one place to another and to have some sources of immediate support (either self or others) at the new location.

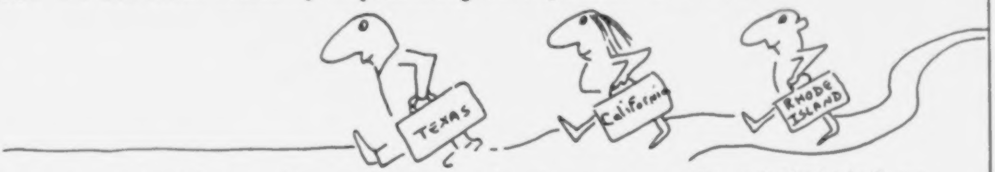
Remind the students that they have an obligation to repay their ICM plane ticket loan. They must notify their national or local voluntary agency when they decide to move so that they can continue receiving the bills for repayment.

It is also good to encourage people not to make major decisions--moving across the country--as an immediate reaction to some personal difficulties (e.g. loneliness, conflict with sponsor). It is often helpful to wait awhile, until a person feels calmer and more comfortable, before making a big decision to change his or her place of resettlement.

60 Secondary Migration

Bits and Pieces

1 Refugees have been resettled in every state in the United States. While there are still some refugees living in each state, very large refugee populations do exist in certain states, especially California and Texas.



2 Some concentrations of people came about as a result of initial resettlement. In other places, the refugee population has grown--and continues to grow--as a result of secondary migration.

3 SECONDARY MIGRATION is a term used to describe the movement of refugees from their original place of resettlement to a new location. The term generally covers any number of times a refugee might move.

4 The Refugee Perspective: Some Reasons for Moving On

Family Reunification. Normally, refugees are initially placed with or near family members they have in the U.S. There may be other family members in other parts of the U.S. These reunifications may come after many years of separation.

Ethnic Reunification. Some refugees who resettle in places where there are few or no other members of their ethnic group will move to areas where there are. People who come from "clan" societies may choose to move closer to others in their clan.

Social Services. Parts of the U.S. where general or emergency relief programs exist have received a high number of secondary migrants, particularly since the eighteen-month cut-off for Refugee Cash Assistance went into effect.

Jobs. Some areas of the U.S. attract secondary migrants because of the availability of jobs there compared with other areas of the country. Sometimes it is merely a rumor of job possibilities that brings people to a new place.

Climate. A climate closer to the one in their native country is attractive to some people.

Personal Difficulties. There have been cases noted of refugees who left towns because of misunderstandings with their sponsors over religion, housing or money, or because of family difficulties (e.g. wanting to marry someone the parents don't like).

The Grass is Always Greener on the Other Side of the Fence. This common American saying expresses the feeling that "anything is better than what I have now."

5 *DIFFERENT PERSPECTIVES*

At the Place of Initial Resettlement

Sponsors, social service or government agencies, neighbors and relatives may feel that the refugees don't give their first community a "fair chance" if they leave within the first six months or year. They may feel the refugees aren't grateful for the time, attention and assistance they received. Having people leave the area unexpectedly makes it difficult to plan for necessary staff and support services.

At the Place of Secondary Migration

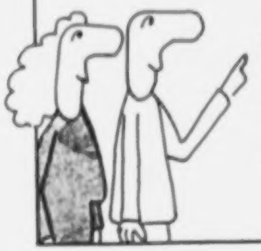
Generally, resettlement funding grants are given by the federal government to agencies at the refugee's place of initial resettlement. Agencies in the second, third or fourth town where refugees move are often not prepared or able to assist those refugees with some basic services such as locating housing, training programs, translation assistance, etc. Social service agencies and state and local governments prepare for a certain number of newcomers based on official statistics. The unexpected new arrivals may put a burden on their resources.

In areas with many refugees, there may be more people seeking services than there are service workers. As more refugees arrive, these agencies--their money and their personnel--are strained even further.

Relatives and friends who have been separated from each other for months or years may rejoice at the opportunity to be together again--perhaps to create a family or "community" again. They may also feel some pressure to provide necessities for those who will join them--necessities that take time and money they don't necessarily have.

6 *Considerations*

When people think about moving to a new place in the U.S., it is helpful for them to be realistic about why they are going and what they will need in order to be able to move.



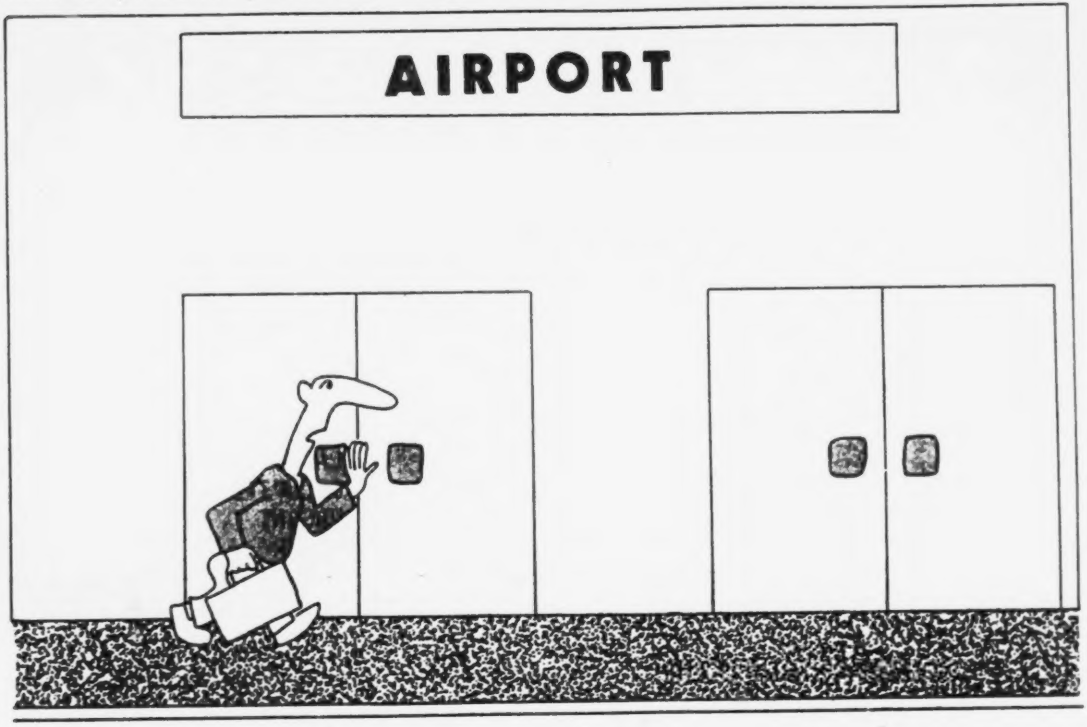
- * *Do they really know what the employment, education or housing situation is in their new location?*
- * *Are they reasonably sure they can pursue their goals better if they move than if they stay where they are?*
- * *Do they have enough money for the journey? (It takes four or five days to drive across the U.S.)*
- * *Who will they be leaving behind? Are there support services that will not be available in the new place?*

Planning

THE GRASS
IS ALWAYS
GREENER
ON THE
OTHER SIDE

An Airplane Trip
Simulation

This simulation requires a large room which can be divided into four stations. Students follow directions in order to check-in at the airport and board the airplane. The simulation familiarizes the students with general procedures and facilities in an airport and an airplane and allows them to practice problem-solving and clarification skills.



Objectives The students will be able:

- to follow oral directions in simulated airport and airplane situations.
- to read and locate seat numbers.
- to respond appropriately to airplane signs and symbols.
- to demonstrate appropriate use of airplane seats, seat belts and toilets.
- to demonstrate appropriate safety precautions for air travel.
- to solve problems that arise on board an airplane in a simulated setting.

An Airplane Trip

Materials

Station 1

check-in desk or counter
ICM bags* (1 per family)
boarding passes* (1 per student)

Station 2

X-ray box*
security doorway*
hand-held metal detector*
plastic knives, guns
keys, cameras
cooking gas
baby dolls
sign: X-RAY*

Station 3

chairs or benches (for 20-60 students)
doorway
announcer's microphone and speakers (if available)
sign: GATE _____ *

Station 4

doorway
chairs (labeled with seat numbers)*
airsick bags* (1 per student)
aircraft familiarization cards* (1 per student)
real airplane seat, seatbelt, oxygen mask, lifevest, toilet (if available)
trays and food (1 per student)
problem situation cards* (10-15 per class)
blankets, diapers, aspirin
flight attendant caps, apron
microphone and speakers (if available)
cassette tape and players: airplane take-off and landing sounds
signs: NO SMOKING
FASTEN SEAT BELT
EXIT
TOILET
LAVATORY
OCCUPIED
VACANT
WATER

* preparation needed before class

Preparations

You may wish to conduct this simulation together with English as a Second Language teachers who have prepared students to ask for clarification and assistance.

An introduction to airplane travel taught as part of Lesson 58, "The Transit Process," would be a good preparation for this simulation.

The day before the simulation, divide the students into family groupings of 1, 2 or 3 people. Choose one person in each group to be the head of household for the simulation. (Not always male!)

With the team of teachers who will conduct this simulation, assign roles (e.g. flight attendant, pilot, announcer). Also plan any interactions or variations you will try.

Interactions

Unexpected Event. As students line up for the security check, place "metal weapons"--knives or guns--in the carry-on bags of a few students. (Without being noticed, if possible.) When they pass through the check-point, activate the "buzzer" and have those students who are carrying prohibited items step aside and be "searched."

Distribute cards that illustrate or describe problem situations on board the airplane. Instruct students with cards to pretend they have the same problem and do what is appropriate in order to solve it. Sample problem situations:

- You are very thirsty.
- You feel cold.
- You don't have diapers for your baby.
- You aren't sure whether or not someone is inside the toilet.
- You can't fasten your seat belt.
- Your child feels like throwing up.

In advance, instruct some students to smoke in the lavatory or the aisle. Have others take off their seat belts as the plane is landing. Have flight attendants correct them.

Have one teacher or classroom aide act as a passenger who has problems or responds inappropriately in certain situations.

Follow-up

Follow-up activities can be done the following day in class.

Steps. Have students explain the steps they went through in the simulation and the reasons for each activity (e.g. collecting the ICM bag, going through a security check, learning to use the airplane toilet). Ask them how they figured out what to do at each point, and how they will figure out what to do in the real situation.

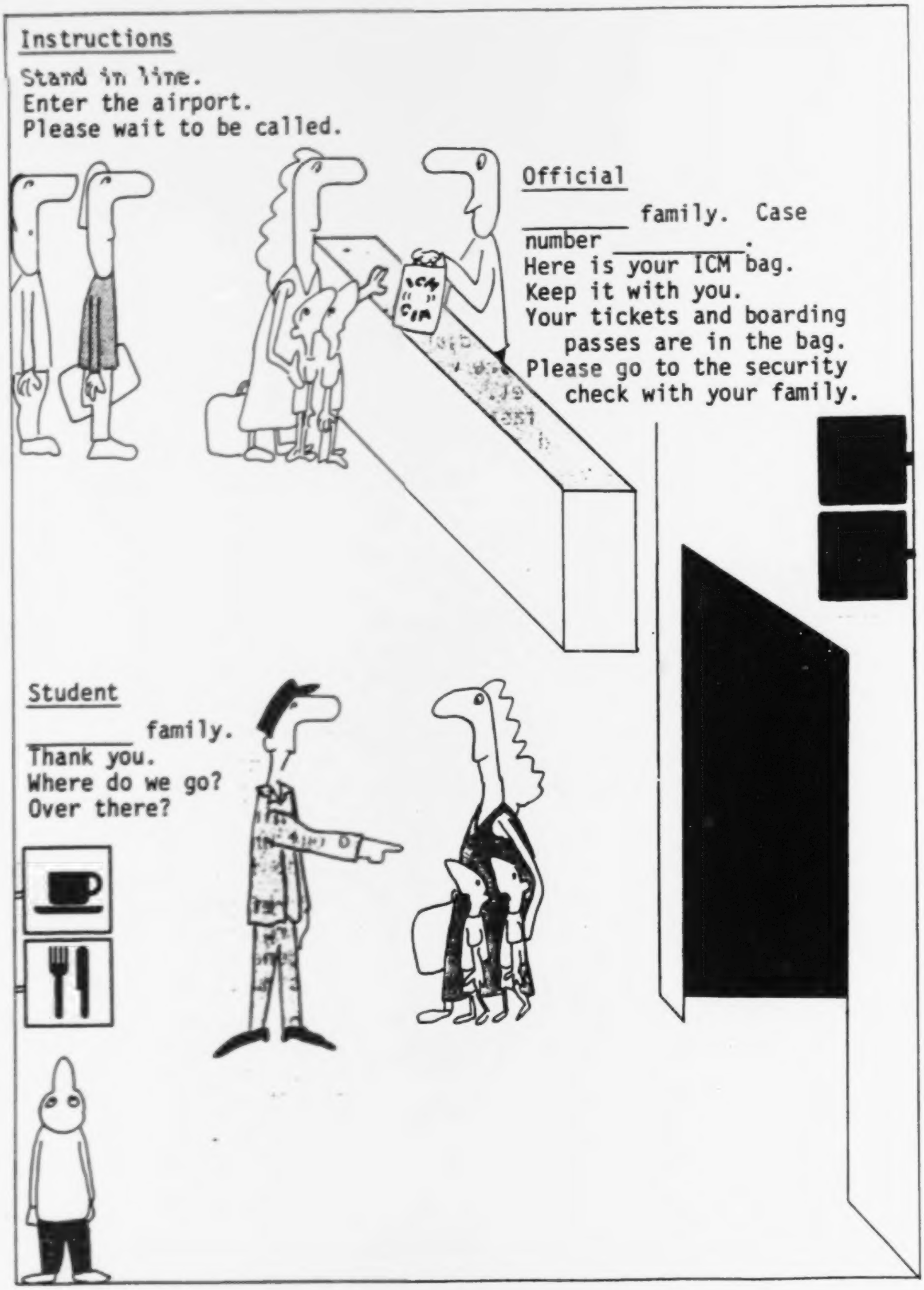
Presentation. Show a video or slide show of refugees during their transit process, at the airport and in the airplane. Have students identify what the people are doing in each scene and what is the same as or different from the events in the simulation.

Problem-Solving. Review the problem situations that were assigned to individual students during the simulation. Ask those students to explain how they responded. Were their actions appropriate? How else might they have gotten the information or assistance they needed?

Interactions. Elicit students' reactions to any of the interactions suggested above and discuss.

An Airplane Trip

Station 1



Instructions

Stand in line.
Enter the airport.
Please wait to be called.

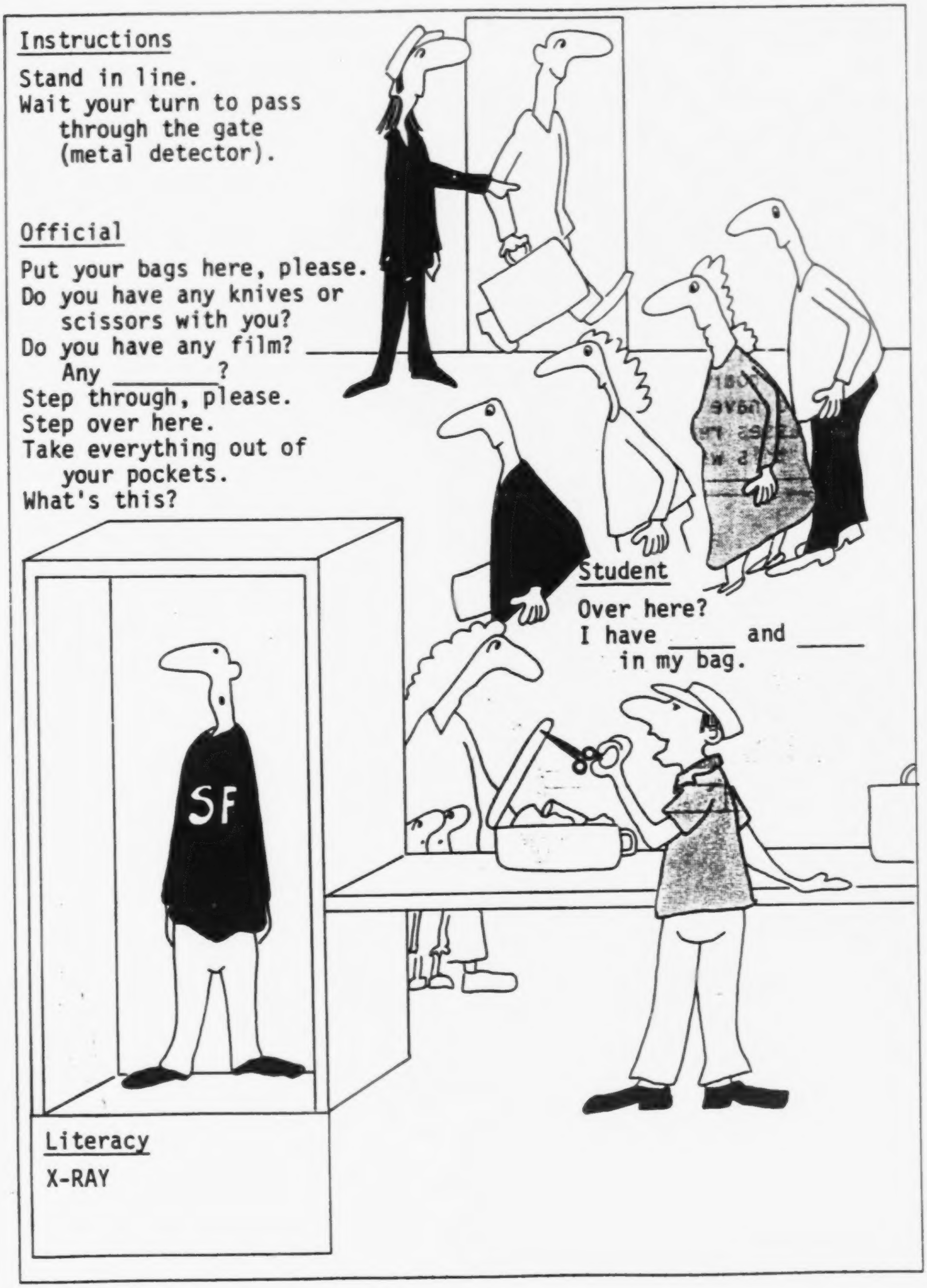
Official

________ family. Case number __________.
Here is your ICM bag.
Keep it with you.
Your tickets and boarding passes are in the bag.
Please go to the security check with your family.

Student

________ family.
Thank you.
Where do we go?
Over there?

Station 2



Instructions

Stand in line.
Wait your turn to pass
through the gate
(metal detector).

Official

Put your bags here, please.
Do you have any knives or
scissors with you?
Do you have any film?
Any ________?
Step through, please.
Step over here.
Take everything out of
your pockets.
What's this?

Student

Over here?
I have _____ and _____
in my bag.

Literacy

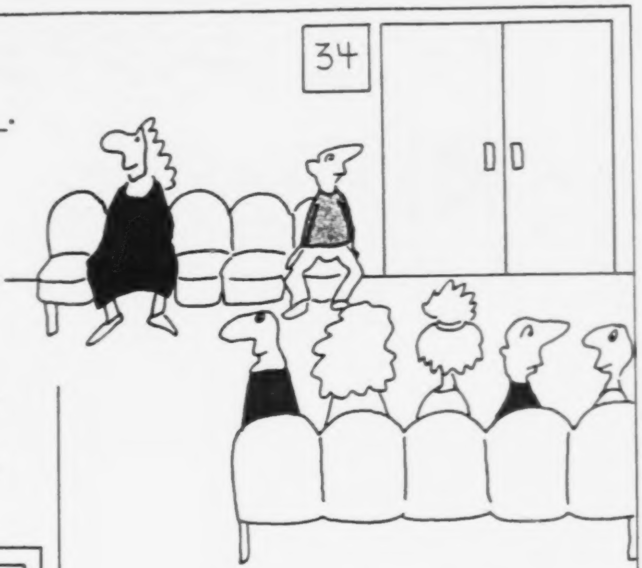
X-RAY

An Airplane Trip

Station 3

Instructions

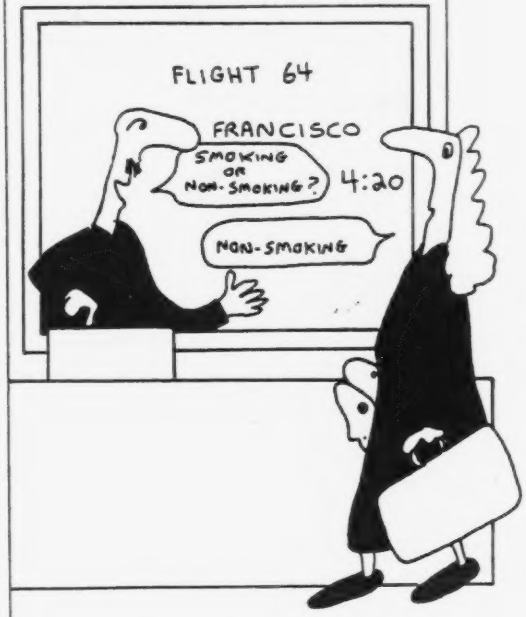
Proceed to the waiting area by gate number ___.



Announcer

Flight ___ from _____ to San Francisco will be ready for boarding in a few moments.

Flight _____ to San Francisco is now ready for boarding.
Please have your boarding passes ready.
Step this way.


FLIGHT 64
FRANCISCO
4:20
SMOKING OR NON-SMOKING?
NON-SMOKING

Student

When will we get on the airplane?
Where should we go?

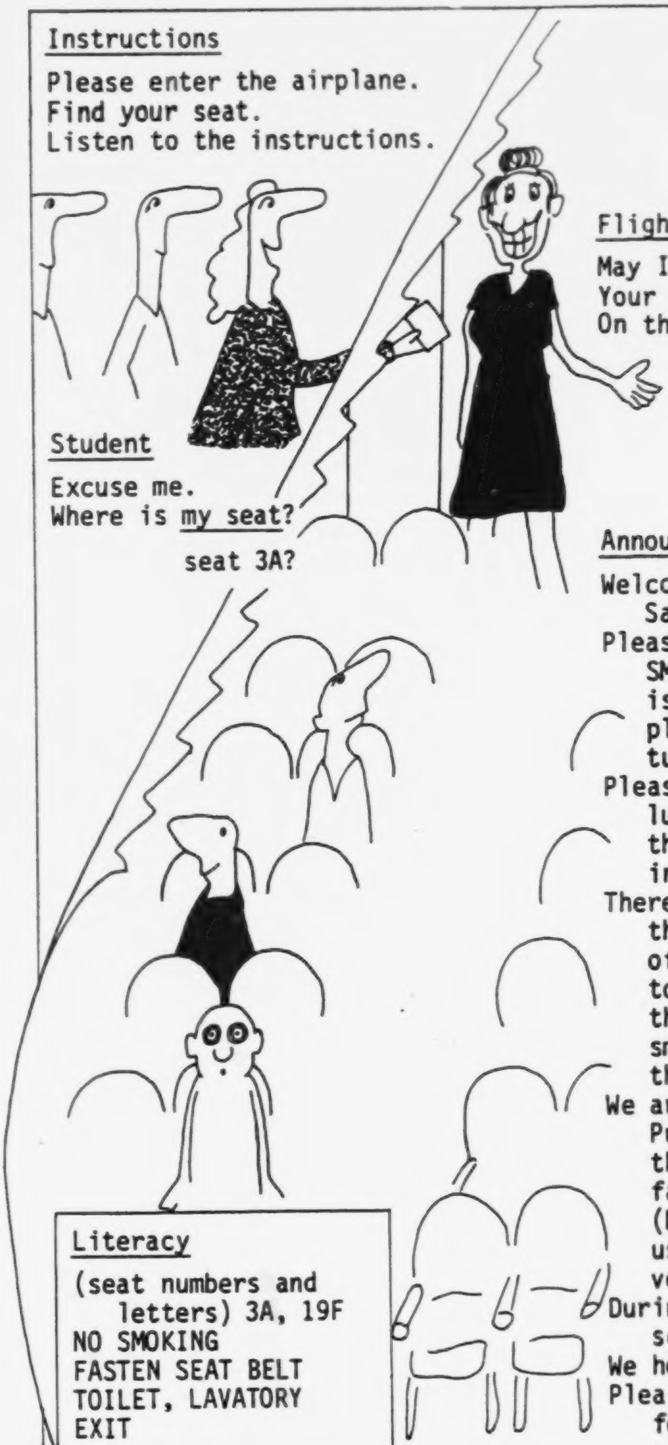
Literacy

GATE (number)

Station 4

Instructions

Please enter the airplane.
Find your seat.
Listen to the instructions.



Flight Attendant

May I see your boarding pass?
Your seat is over there.
On the right (left).

Student

Excuse me.
Where is my seat?

seat 3A?

Announcer

Welcome aboard flight _____ to San Francisco.
Please notice that the NO SMOKING sign is on. Smoking is not permitted on the airplane until the captain has turned off the sign.
Please be sure your carry-on luggage is stored beneath the seat in front of you or in the overhead bin.
There are emergency exits in the front, middle and back of the airplane. The toilets are in the back of the plane. There is no smoking in the aisles or in the lavatory.
We are preparing for take-off. Put your seat backs in the the upright position and fasten your seat belts. (Demonstrate and explain the use of oxygen masks and life-vests.)
During the flight we will be serving a meal.
We hope you enjoy the flight.
Please ask a flight attendant for assistance if you need anything.

Literacy

(seat numbers and letters) 3A, 19F
NO SMOKING
FASTEN SEAT BELT
TOILET, LAVATORY
EXIT

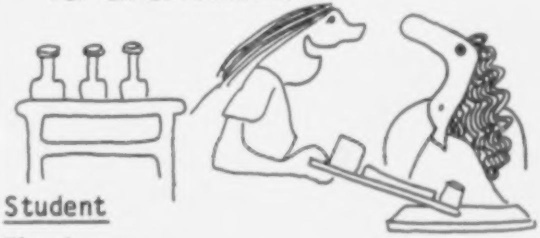
Station 4, con't

Instructions

Read the "problem" situation on the card (or create your own).
Respond appropriately.

Practice using the real airplane seats and seat belts.

Go to the airplane toilet for an orientation.



Student

Thank you.
I'd like some _____.

Excuse me, how do you unfasten the seatbelt/ lock the toilet door?

Do you have any ________ (diapers, aspirin, blankets)?

I feel __________.

My baby feels _________.

How do you use the ______?

Literacy

VACANT
OCCUPIED
LOCK
UNLOCK
FLUSH
WATER

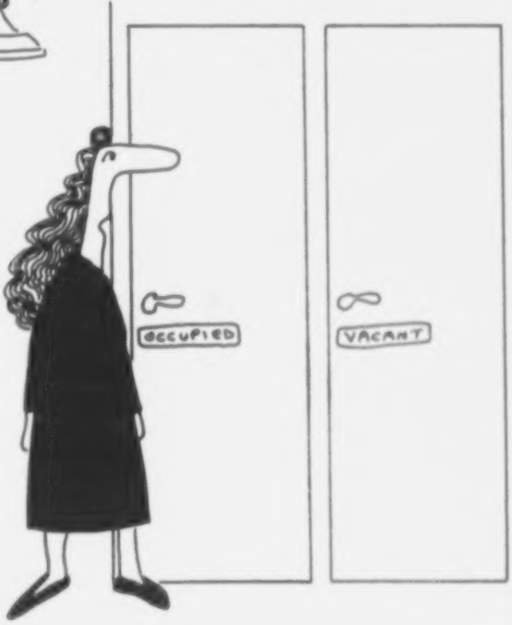
Flight Attendant

Here is your meal, sir/madam.
Would you like something else to drink?

Please step over here for a demonstration.

Over here.
Like this.

We are ready for our landing.
Please put your seats in the upright position and fasten your seat belts. (Review the importance of the ICM bag and its documents, including the promissory note.)



An Airplane Trip

Notes

Preparation

Space. A large auditorium-sized room is the optimum place to hold this simulation. Several rooms adjacent to each other would also be acceptable.

Classroom Aides. Rehearse the simulation steps and language with the aides ahead of time.

In Class. Introduce the idea, purpose and structure of the simulation a day or two before the activity. Show the students a floorplan of the simulation and explain what will be expected of them.

Problems. Design problem situations (for the airplane ride) and illustrate or write them on cards.

Materials. Set up and label the seats (in the airplane). Be sure you have enough boarding passes and they match the seat numbers. Order the food ahead of time. If a real airplane toilet is not available, draw one on large posterboard.

ID. Remind the students to bring some form of identification to use when checking-in with the ICM officials at the "airport."

Language

Informal. With advanced-level classes, introduce more informal English. How's it goin? Here you go. Howdy! How ya doin'?

Variations

Station 5: "Arrival." Arrange another "airport" scene in which the students arrive in the U.S. Some students can be met at the airport by relatives or sponsors. Others can be assisted by ICM staff in transferring to another flight. (Post flight schedules at a check-in desk.)

Movie. If available, bring a video player into the simulation room and show an in-flight movie to the students. Explain about the headphones that are distributed to passengers.

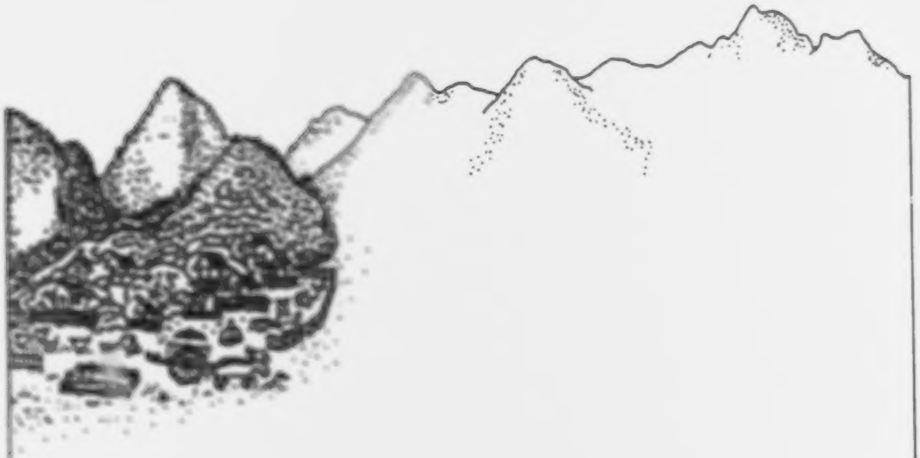
Appendix

teacher information: boarding pass/ticket, page 442.

An Airplane Trip

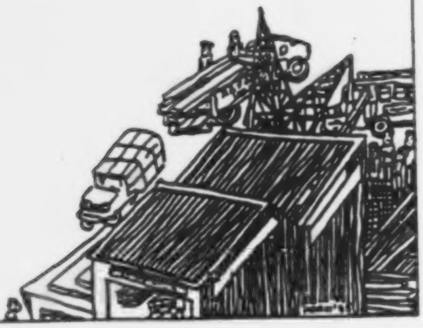
Planning

Now that was a trip.



Optional Lessons

1. Driving a Car
2. Reading the Newspaper
3. Restaurants
4. Sports and Recreation
5. Holidays in the U.S.



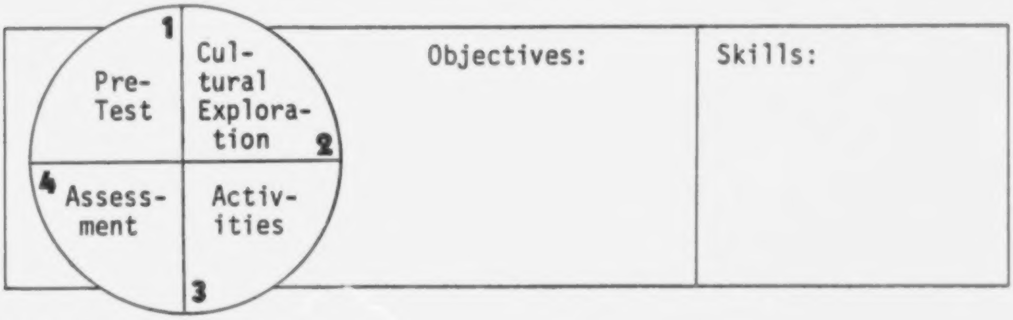
1

Driving a Car

This lesson gives students the chance to explore the responsibilities and possible difficulties involved in owning and/or driving a car in the U.S.

Rationale

In areas of the U.S. with little or no public transportation available, many people find it necessary to own and drive a car. Refugees have been noted to have a number of problems related to cars and driving in the U.S., including understanding or obeying the traffic laws, not following insurance regulations and, sometimes, having fellow refugees take their written driving test for them. All of these actions have negative consequences for the refugees. By identifying some types of laws and regulations governing cars and driving, and identifying the consequences of not following those rules, people can begin to prepare themselves to be responsible car owners and drivers.



Activities

- Have students list the responsibilities of drivers in the U.S.
- Explain the general procedures for obtaining a driver's license and learning how to drive.
- Discuss the importance of obtaining insurance.
- Present Case Studies about refugees who encounter problems related to driving (e.g. driving without a license and getting caught; driving without insurance and having an accident; driving while drunk and having an accident; disobeying traffic laws and claiming innocence because "I didn't know."). Have students identify problems and possible solutions.
- Distribute copies of real U.S. state driving manuals. Have students study them and take a sample test.
- Distribute copies of a real U.S. state driver's license or identification card applications. Ask students to complete them.

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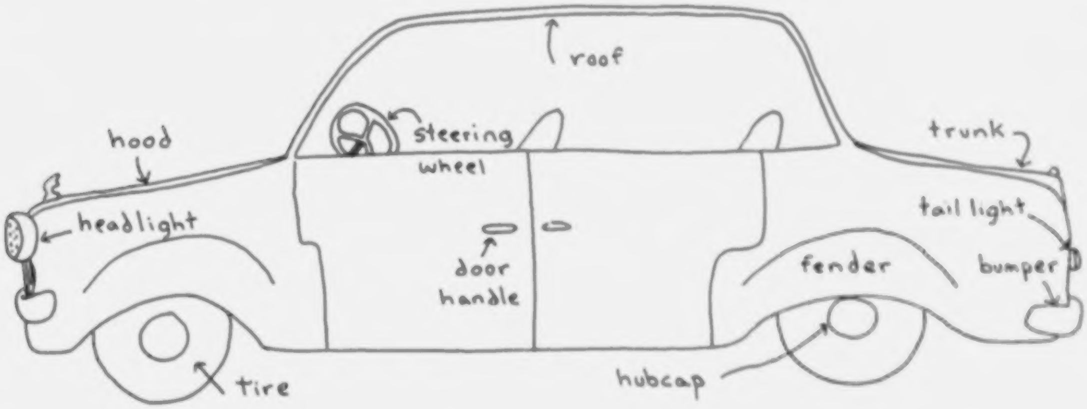
1 *THE PARTS OF A CAR*


roof
hood
steering wheel
trunk
headlight
tail light
door handle
fender
bumper
tire
hubcap

2 *The legal age for driving a car in most states is sixteen. In some places it is lower or higher (15, 17, 18).*

People need a separate license or endorsement to drive a motorcycle, truck or bus.

In some states it is illegal to drive without owning car or collision insurance. It is a serious crime.

It is illegal to drive while drunk or while drinking alcoholic beverages. The punishment might be an expensive fine and time in jail. A person's driver's license might also be revoked. It is a very serious crime.

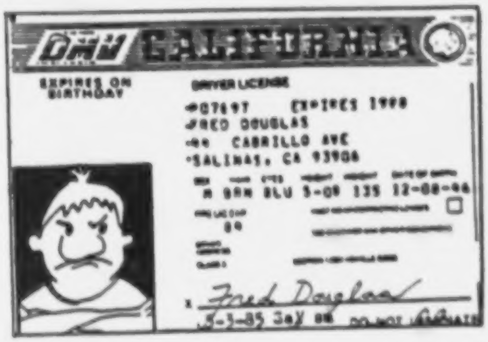
It is illegal to drive without a driver's license or learner's permit.

People are held responsible for obeying all traffic laws, even if they are new arrivals to the U.S.

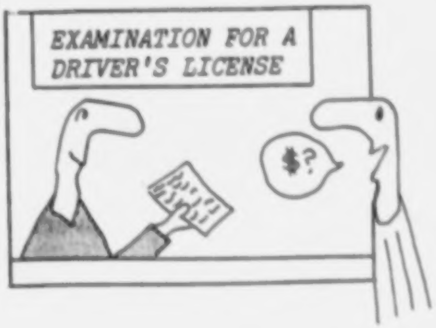
Each state has different traffic laws and a separate driving test. If a person passes the test in one state, he or she will get a license from that state. The person is allowed to drive in any state, however.

The test for a driver's license may include an oral test, a written test, an actual driving test and a test of one's eyesight.

3


DMV
CALIFORNIA
EXPIRES ON BIRTHDAY
DRIVER LICENSE
EXPIRES 1990
FRED DOUGLAS
CABRILLO AVE
SALINAS, CA 93906
M BRN BLU 5-09 135 12-08-66
Fred Douglas
5-3-85

4


EXAMINATION FOR A DRIVER'S LICENSE
$?

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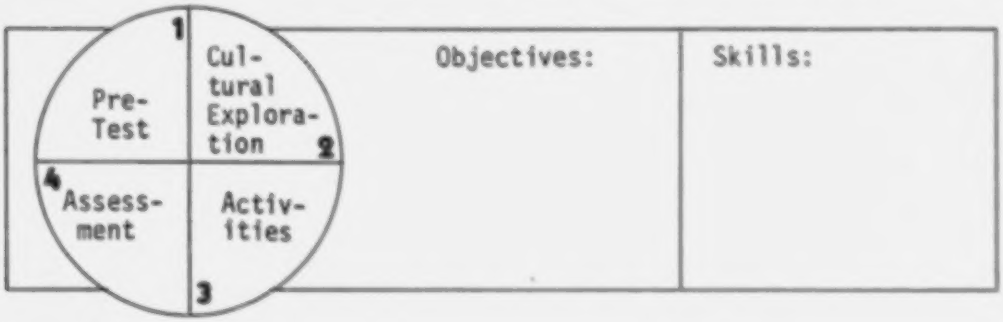
2

Reading the Newspaper

This lesson familiarizes students with the variety of information that can be found in a U.S. newspaper.

Rationale

The daily newspaper can be a resource for people who want to know about events in their town or state, across the country or around the world. It can also be useful for those who want ideas about what to buy, where to shop, what entertainment is available in town, what the weather will be like tomorrow, etc. Refugees, at any level of English language ability, may find certain features of the newspaper helpful, whether it be supermarket "sale" advertisements, classified housing ads or news about events in their native country.

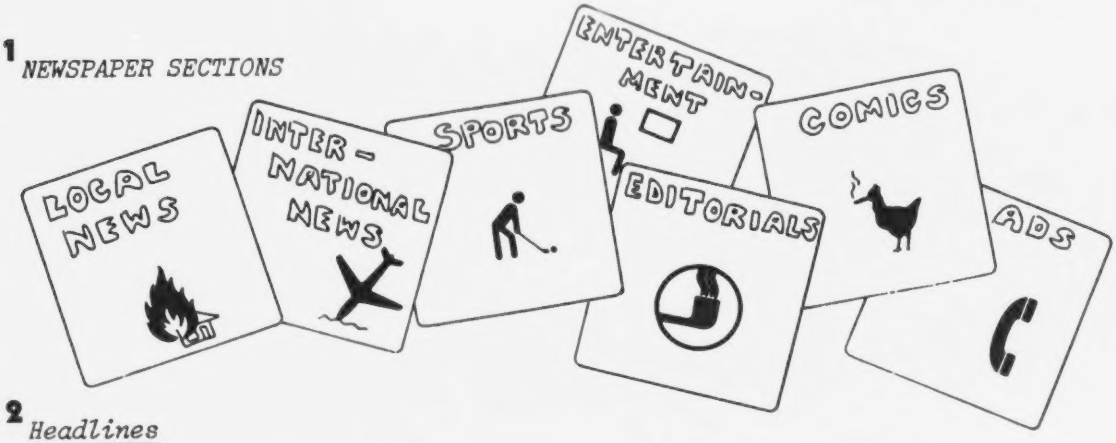


Activities

- Distribute real U.S. newspapers (or newspapers especially written for English as a Second language students). Explain and have students find the various "sections" of a newspaper (e.g. international/national news; major local events; sports, business, or classified).
- Give the students practice reading headlines and deciding which indicate present, past or future events.
- Conduct a matching game in which students must match pictures with their corresponding captions.
- Instruct the students to find out the recent temperatures in several cities, both U.S. and foreign.
- Have a contest in which teams compete to find the correct pages for apartment advertisements, people's opinions, movies in town, death notices, the weather report, etc. Review the use of the Index.
- Ask students to locate different categories of classified advertisements and to write an advertisement of their own.
- Discuss the importance of using a "critical mind" when reading the newspaper.

Bits and Pieces

1 *NEWSPAPER SECTIONS*



2 *Headlines*

- *Past tense may be indicated by the use of the present tense:*
  "Army Buys More Weapons"
- *Future tense is indicated by the use of the infinitive:*
  "Heavy Rain Likely To Continue"

3 *The Weather section may include temperature and weather reports for the local area and the nation and/or other countries.*

Forecast for tomorrow:

Widespread rainshowers in the morning, cloudy in the afternoon; minimum temperature 68F, maximum temperature 75F.

Around the Country:

Atlanta	82
Boston	64
Chicago	72
Dallas	89
Los Angeles	85
Minneapolis	62
New York	70
Phoenix	93
St. Louis	70
Seattle	62

4 *The Index is usually on the first page. The newspaper's different sections (and page numbers) are listed alphabetically.*

business news	B1, 3-4
classified	D1-4
editorial page	B2
entertainment	C6-8
international news	A1, 4-6
local news	A2-3
sports	C9-10

5 *The Classified section may include the following (and other) categories:*

houses for sale or rent
apartments for sale or rent
automobiles for sale
employment opportunities
jobs
garage or yard sales
other articles for sale or wanted
educational programs

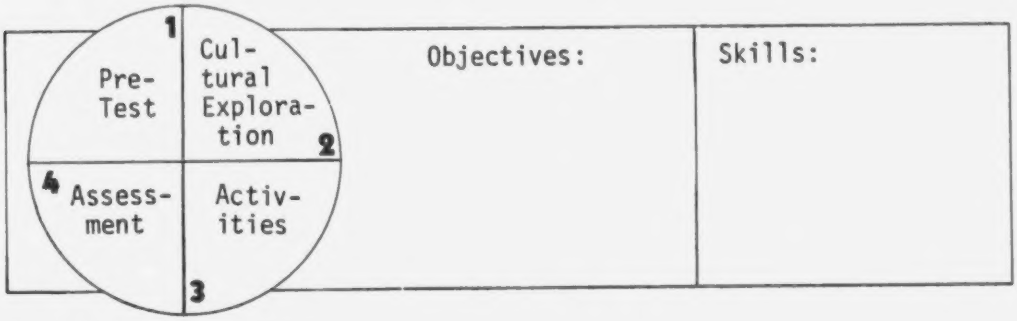
3

Restaurants

This lesson introduces students to procedures and etiquette followed in restaurants in the U.S.

Rationale

Many refugees find employment in food service jobs, including positions in restaurants. Others may be invited or go on their own to inexpensive restaurants near their schools, homes or places of work. It is helpful for them to be able to identify the basic duties of restaurant personnel and to practice appropriate restaurant etiquette.

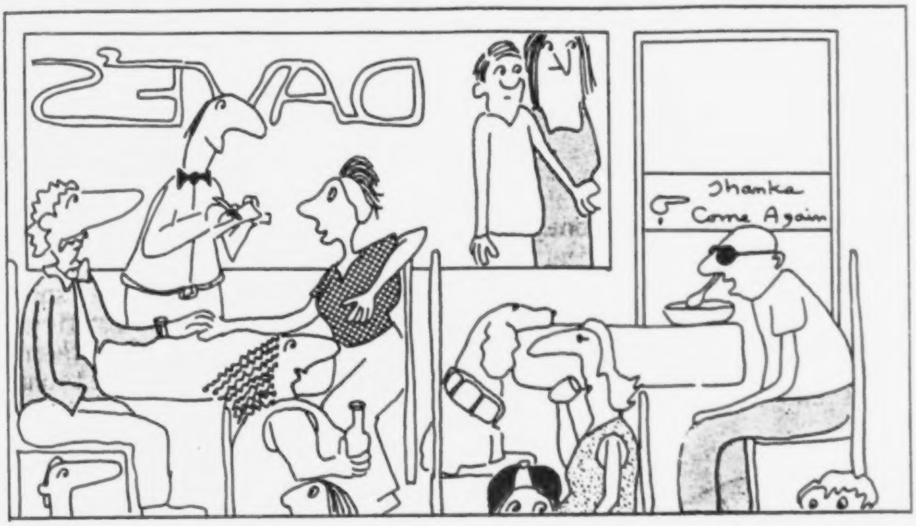


Activities

- Show a poster of the inside of a restaurant in the U.S. Have students identify the jobs of the employees (e.g. cashier, waitress, busboy, customer, hostess) and what each is doing.
- Practice restaurant-related language, both for employees and customers.
- Conduct a role play of people ordering food at a fast-food restaurant. Involve several students in the role play. Compare fast-food restaurants to other kinds of restaurants.
- Demonstrate "typical" American place settings at a table and ask the students to practice using the utensils appropriately.
- Take the students to a restaurant. Instruct each student to order and pay for at least one item. Arrange the trip ahead of time with local restaurant staff.

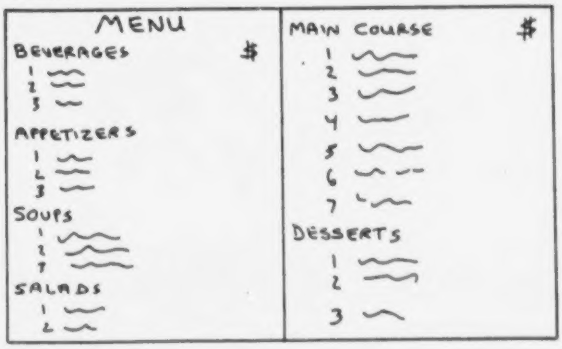
*** Note: Restaurants could be covered as part of Lesson 43, "Shopping for Food."

1 *INSIDE A RESTAURANT*


DAVE'S
Thanks Come Again

2 *In most restaurants, it is expected you will:*

- *leave a 15-20% tip for the waitress or waiter.*
- *get the waitress' or waiter's attention by raising a hand, catching his or her eye or saying, "Excuse me."*
- *Tips form part of a restaurant worker's salary. Leave it on the table after you pay the bill.*
- *Snapping one's fingers, pssting, hitting the side of a glass with a knife, or other means or getting a worker's attention are considered rude.*


MENU
BEVERAGES $
1
2
3
APPETIZERS
1
2
3
SOUPS
1
2
3
SALADS
1
2
MAIN COURSE $
1
2
3
4
5
6
7
DESSERTS
1
2
3

3 *Fast Food Restaurants*

- *These restaurants serve a limited variety of food. People usually order at a counter, receive their food right then or a minute or so later, pay for it and take it to a table to eat.*
- *People can also order their food "to go" and take it home in a bag.*
- *Some foods commonly sold in fast-food restaurants are hamburgers, french fried potatoes, soft drinks, fish or chicken sandwiches, fried chicken or pizza.*
- *Foods sold at these restaurants tend to be high in calories, salt and oil--in other words, not very nutritious.*

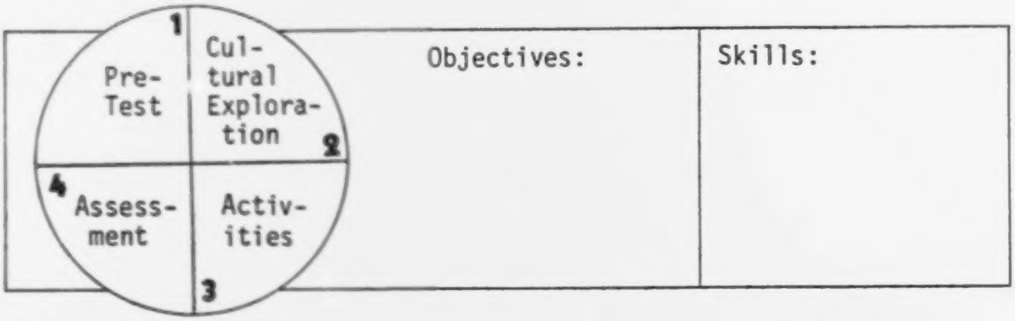
4

Sports and Recreation

In this lesson, students learn about sports and recreation opportunities available in the U.S. and practice some American games.

Rationale

Sports and other recreational activities offer people a means of keeping physically fit, learning or developing skills and meeting potential friends. For refugees, participation in school or community sports activities can provide contact with their new cultural surroundings and with their new classmates and neighbors. It is helpful for them to be able to identify the opportunities for involvement in recreational activities and also to be able to play some common American sports and games.



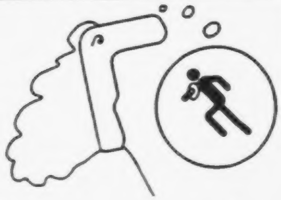
Activities

- Present videos or slides of a variety of sports and recreation activities in the U.S.
- Ask students to identify opportunities for involvement in sports or recreation activities at school or in the community.
- Conduct some "American" games such as frisbee, baseball or touch football.
- Present stories of some "typical days" of an American family. Ask the students to explain the concept of "leisure time" and the role it plays in U.S. society.
- Have the students identify possible opportunities for continuing activities they already enjoy (e.g. playing soccer, playing cards).
- Discuss the students' attitude toward men and women (or boys and girls) participating in recreational activities together.
- Distribute Parks and Recreation Department brochures and have students choose activities they would like to try.

1 *School Activities* (High School, College, University)

- sports teams
- social, hobby clubs (drama, photography, dance, etc.)
- musical organizations (choir, band, orchestra)

2 *Community Activities* (offered at Community Centers or Parks and Recreation Department; activities are for children and adults; brochures describing programs are often sent to community residents.)



- arts and crafts classes (ceramics, photography, painting, etc.)
- sports teams
- dance classes
- exercise classes
- cooking classes
- martial arts clubs (Karate, Tai Chi, etc.)
- senior citizens activities (classes, tours, social meetings, etc.)

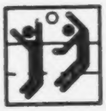
3 *Adjustment*

Taking part in recreational activities can help people adjust to their new community by offering them contact with others and something enjoyable to do.

Bits and Pieces

FOOTBALL

VOLLEYBALL



BASKETBALL

FRISBEE

SWIMMING

FISHING

JOGGING

TENNIS

BICYCLING

SKATING

GOLF

CANOEING

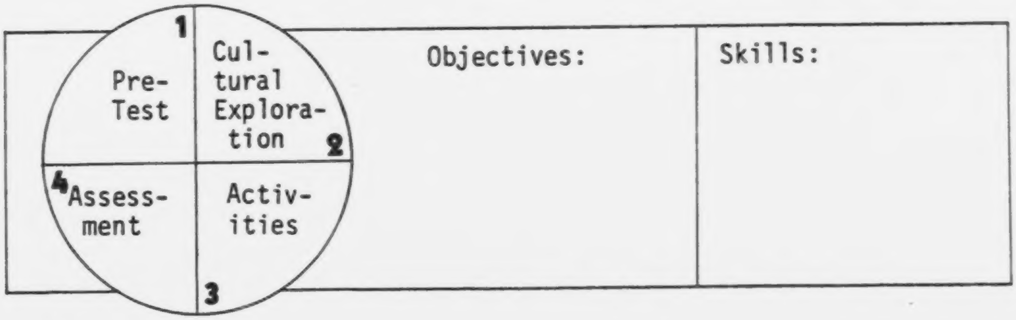
5

Holidays in the U.S.

This lesson familiarizes students with some common holidays celebrated in the U.S.

Rationale

Holidays affect people's work and vacation schedules. They determine when certain offices or businesses will be open to the public. Holidays also can bring people together to share in a celebration or special ceremony. By becoming familiar with some commonly-celebrated American holidays, refugees can gain a better understanding of their new society and can perhaps identify how they can continue some of their holiday traditions in the U.S.



Activities

- Tell stories of the lives of famous people who are honored on certain holidays (e.g. Susan B. Anthony; Martin Luther King, Jr.; George Washington; Christopher Columbus; Abraham Lincoln).
- Focus on the multi-cultural aspect of the origins of American holidays (Mardi Gras, Cinco de Mayo, St. Patrick's Day, etc.) by having students locate the country of origin on a globe or map. Explain or show pictures of how various holidays are celebrated.
- Introduce the holidays as part of other lessons (e.g. "A Multi-Ethnic Society," "Preserving Your Culture," "Roles of Women and Men," school holidays in "Education for Children," Valentine's Day in "Relationships").
- If a U.S. holiday comes around during the C.O. course, explain the holiday and related celebrations to the class. Allow students to practice making holiday cards or ornaments.

*** Note: Holiday celebrations and explanations mean a lot more when they are connected to a current event or a broader topic.

1 On national holidays, banks, public schools and government offices are usually closed. On other "holidays" (e.g. Halloween), celebrations are held but schools and places of work remain open. Sometimes students and employees are permitted to take a day off in order to celebrate holidays important to them because of their ethnic, religious or national background.

2 SOME MAJOR AMERICAN HOLIDAYS:

JANUARY	FEBRUARY	MARCH	APRIL
New Year's Day Martin Luther King, Jr.'s Birthday	Mardi Gras Chinese New Year Valentine's Day Linclon's Birthday Washington's Birthday Susan B. Anthony's Birthday	St. Patrick's Day	April Fool's Day Passover Easter

MAY	JUNE	JULY	AUGUST
May Day Cinco de Mayo Mother's Day Memorial Day	Father's Day	U.S. Independence Day	

SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER
Labor Day	Columbus Day Halloween	Election Day Veteran's Day Thanksgiving Day	Hanukkah Christmas New Year's Eve

Planning

Techniques*

How do you teach? What are the exercises, activities and procedures that you use in class to make it easier for the students to learn? Every teacher collects a number of techniques which fit his/her personality and which reflect his/her beliefs about learning and about how people learn best. This section contains a selection of basic teaching techniques that many teachers have found useful and effective.

These techniques are presented as a resource list, not as the answers to all your teaching challenges. It is not a comprehensive list; there are many other techniques and activities that you can also use. The techniques do not reflect or "belong to" any particular methodology or teaching approach. The main thing that they have in common is that they emphasize students' participation in class.

The techniques are arranged in categories, which correspond to different jobs in teaching. These categories show that techniques can be used for a particular purpose, e.g. for presentation or for class management. Many techniques, however, can be used for more than one purpose. Picture Story, for example, is listed as a technique for exploration, but it can also be used as a structured exercise--even for language reinforcement. The categories are:

1. Pre-Test
2. Presentation
3. Class Management
4. Structured Exercises
5. Discussion Starters
6. Discussion
7. Exploration
8. Language Reinforcement
9. Literacy Reinforcement
10. Assessment

The descriptions of the techniques are brief and are intended to give you the basic information about how and why to use them. You will need to adapt them to fit the subject matter and the students you are teaching. You will also have to choose when to use them and how to incorporate them into your lesson plans.

Of course, knowing which techniques you want to use is only part of the answer to the question of how to teach. You need to be able to carry out the techniques--you need to be able to do them. It is not always techniques that make a teacher effective; more often it is the teacher who makes techniques effective.

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* Some of the techniques appearing here were first presented by Patrick Moran as part of the Techniques sections of Opening Lines and Shifting Gears. Adaptations and new entries were written by Fred Ligon.

Techniques

Pre-Test

1. Demonstration
2. Definition
3. Interview
4. Video Tape
5. Puppet Show

Presentation

1. Role Play
2. Drama
3. Dramatization
4. Slide Show
5. Story Line
6. Cliff Hanger

Class Management

1. Large Group
2. Small Groups
3. Pairs
4. Individuals
5. Seating Arrangement
6. Instructions
7. Blackboard Use

Structured Exercises

1. Survey
2. Charts
3. Spinners
4. Darts
5. Field Trip
6. Scavenger Hunt
7. Concentration
8. Picture Sequencing
9. Skits
10. Time Line

Discussion Starters

1. Brainstorming
2. Critical Incidents
3. Case Study
4. Open-Ended Story
5. Picture Interpretation
6. Unexpected Event
7. Dilemma
8. Artifact
9. Values Inventory
10. Structured Experience

Discussion

1. Questioning
2. Active Listening
3. Commenting
4. Summarizing

Exploration

1. Proverbs
2. Depictions
3. Songs
4. Picture Story
5. Letters
6. Journals
7. Debate
8. Panel Discussion

Language Reinforcement

1. Dialogues
2. Action Sequence
3. Jazz Chants

Literacy Reinforcement

1. Sight Word Reading
2. Cubes
3. Bingo
4. Cloze
5. Snakes and Ladders

Assessment

1. Feedback
2. Matching
3. Open-Ended Task
4. Valuation
5. Tic-Tac-Toe
6. Simulation
7. Picture Charades
8. Jeopardy
9. Station-To-Station
10. Picture Description

The purpose of these techniques is to give students the opportunity to demonstrate what they already know or know how to do.

DEMONSTRATION

Students show skill at performing a specific task.

Procedure

1. State the task.
2. Students perform the action.

Sample Demonstrations

Students demonstrate: 1) how to use a telephone; 2) measure something; 3) compute numbers; 4) operate an appliance.

DEFINITION

Students offer meanings for terms or key words.

Procedure

1. Say or write the word.
2. Students give the definition.

Option

Students give the definition in English or by translation through the classroom aide.

INTERVIEW

Students respond to a series of questions.

Procedure

1. Interview individual students.
2. Students make notes or observations on their ability to answer questions.

Options

Record the interview and have the students listen and comment.

Focus on nonverbal communication.

Students complete a worksheet during each interview.

As a follow-up, students discuss what they observe.

Note

Prepare the interview questions in advance.

VIDEO TAPE

Students observe a video tape of an aspect of life in the culture, and make observations and interpretations.

Procedure

1. Present the video tape.
2. Students observe and interpret what they see.

Follow-up

Students compare the aspect of culture with their own.

Students identify potential areas of conflict or difficulty.

Options

Provide a transcript of what is said.

Introduce the video tape with a story. Ask how it will end.

Show part of the video tape, turn it off and ask students how it will continue.

Students complete a worksheet (illustrated or not) as they watch the video tape. Students may circle, check or write.

Before playing the tape, give students the questions you will ask them afterwards.

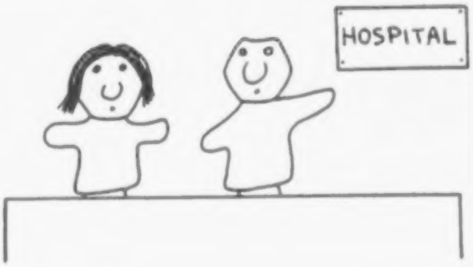
Have the students tell you when to stop the video tape to discuss a point of interest.

PUPPET SHOW

Students perform a show illustrating an aspect of life in the culture.

Procedure

1. Identify the situation.
2. Students present the play.



Follow-up

Ask questions about the performance.

Options

The teacher and/or guests present the play.

The students prepare the plays in small groups--then perform.

Note

Puppets can often perform actions or behavior that people may feel shy to demonstrate themselves.

The purpose of these techniques is to give students an opportunity to get information about the culture, to acquire appropriate behavior or to learn about the values that people of the culture hold. They also allow students to make comparisons with their own culture.

ROLE PLAY

Students take on certain roles and act out specific situations that they might encounter in the culture.

Procedure

1. Present the situation.
2. Assign roles to students.
3. Students role play the situation.

Follow-up

Students comment on the role play.

Students perform the role play again.

Options

Include appropriate nonverbal behavior (gestures, eye contact, facial expressions, etc.).

Record the role play. Write a transcript of what was said/done.

DRAMA

Students take on certain roles and act out a specific situation using dialogue from a script.

Procedure

1. Present the situation.
2. Assign roles.
3. Review the language.
4. Allow time for memorization and practice.
5. Students perform the drama.

Follow-up

Students comment on the drama.

Options

Groups of students perform more than one drama.

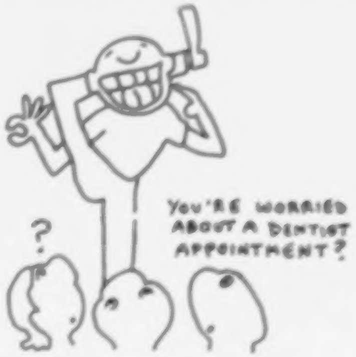
Guests perform the drama. Students observe.

DRAMATIZATION

Students act out specific words, behavior or emotions nonverbally.

Procedure

1. Identify what is to be expressed.
2. Prepare the setting, the props and materials.
3. Students perform.


?
YOU'RE WORRIED ABOUT A DENTIST APPOINTMENT?

Follow-up

Students discuss their observations and reactions.

Students perform again.

Students make comparisons to their own culture.

Option 1: Gestures

Ask students to demonstrate the gesture for specific occasions.

Samples: say yes, say no, come here, hello or good-bye; offer congratulations; flirt; show anger, worry or relief.

Option 2: Charades

Have the students form two groups. In turns, a member of each group performs an action.

Give performers the suggested action orally (by whispering) or written on a card.

Samples: "You're a taxi driver," "You're fishing," "You're worried about a dentist appointment."

Option 3: Mime

The teacher (or a student) acts out a story nonverbally.

Sample: A woman loses the key to her car. She walks to the bus station, tries to get on the bus but doesn't have exact change. She goes to a telephone booth to call a taxi.

Ask students to interpret what they see.

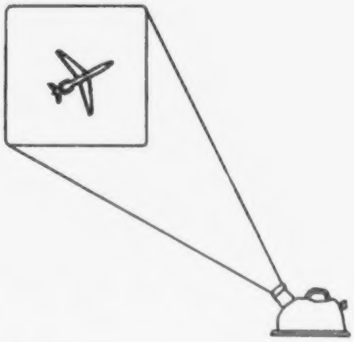
Note

How people express themselves varies from culture to culture. Drama and improvizations can help your students identify and practice appropriate behavior.

SLIDE SHOW

Students observe a sequence of slides depicting an aspect of life in the culture. They make statements or ask and answer questions based on their observations.

Procedure



1. Present the slides.
2. Students watch.
3. Students observe and interpret what they see.

Follow-up

Students compare the aspect of culture with their own.

Students identify potential areas of conflict or difficulty.

Options

Provide a worksheet (written and/or illustrated). Ask students to look for and circle specific items as they watch.

Show the slides twice; the first time quickly, the second time slowly to allow for comments.

Show the slides once without comment. Then, ask questions. Show the slides again to allow students to check their answers.

Before beginning the slides, indicate what you want the students to look for. Mention the questions you will ask later.

Use a pointer to indicate what you want students to note.

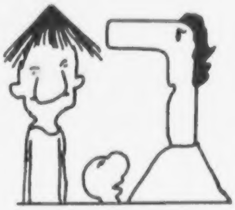
Note

There are different types of slide projectors. Some are easy to operate; some are not. Check your machine before class. Is it operating correctly? Do you know how to use it?

STORY LINE

Students identify with fictional characters and study events as they happen to the characters in an on-going story.

Procedure



1. Identify the sex, age and ethnic identity of several characters.
2. Students create names and biographical information for the characters.
3. Relate the cultural topic and specific situations to the characters.

Follow-up

Indicate what is happening to the characters as each new topic is introduced.

Options

Make a chart to record what happens to the characters as their story progresses or make a "family tree."

Draw pictures of the characters and post in the classroom.

Discuss the implications of directions the story takes.

Students assume roles and role play encounters between the characters.

Note

Students may not feel personally involved when discussing problems set in the future. Following a story line allows students to react to problems affecting people they "know."

CLIFF HANGER

Students suggest the next step in a sequence or series of events.

Procedure

1. End a class with an unfinished event in an on-going story involving fictional characters (see Story Line above).
2. Begin the following class with questions and the result.

Sample Questions

What do you think happened to _____ as we left them yesterday?
What do you think will happen to them today?

The purpose of these techniques is to help students work on specific tasks. They accompany other techniques as ways of relating to students and involving them in class.

LARGE GROUP

Students work on tasks together, as a class.

Procedure

1. Set the task.
2. Students participate.

Options

Students work together.

Half the students participate; the others observe.

Work with a small group, with the rest of the students as observers.

Work with one student, with the rest of the students as observers.

Notes

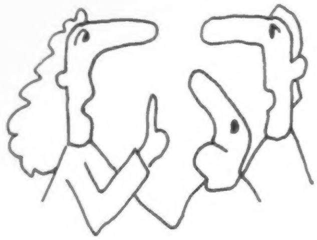
Choose a seating arrangement which allows students to work together.

Set clear tasks for large groups to avoid confusion.

Consider time when setting meaningful goals for large group work.

SMALL GROUPS

Students work on tasks in groups of three, four or five.



Procedure

1. Set the task.
2. Students participate.

Follow-up

Students report on their tasks to the large group.

Options

Set a task which asks students to prepare one result.

Set a task which asks students to share individual results.

Students work alone before working in small groups.

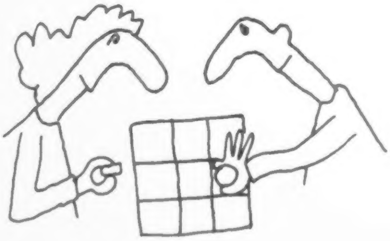
Notes

Choose a seating arrangement which allows students to work together.

Working together in small groups calls for students to cooperate with each other.

PAIRS

Students work on tasks in pairs.



Procedure

1. Set the task.
2. Students participate.

Follow-up

Students report on their tasks to the large group.

Sample Pairs Activities

- Dyads
- Concentration
- Card or board games

Notes

Working together in pairs calls for a clear understanding of the task.

The teacher serves as monitor in a pair activity.

INDIVIDUALS

Students work alone on tasks.

Procedure

1. Set the task.
2. Students work individually.

Follow-Up

Students report on their tasks.

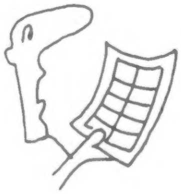
Options

Work with one student, with the rest of the students as observers.

Set different tasks for individual students, based on their needs and abilities.

Set different tasks for individuals, while working with the large group.

Allow individual students to set their own tasks.

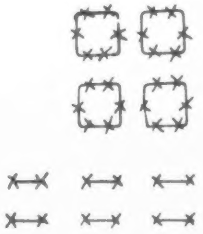


SEATING ARRANGEMENT

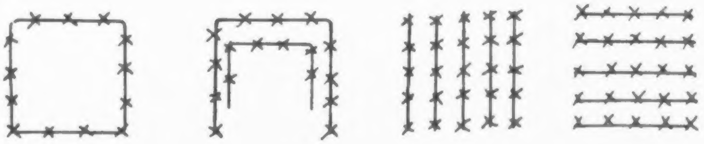
Students work comfortably on tasks.

Procedure:

1. Set the task.
2. Determine the participants (large group, small group, pairs, individuals).
3. Choose the seating arrangement.



Options



INSTRUCTIONS

Students understand what they are supposed to do.

Procedure

1. Tell students what to do.

Follow-up

Check to see if students understand the instructions.

Options

Demonstrate the instructions.

Use gestures.

Use language which is translated or at the student's level.

Students give a summary of the instructions.

State a specific result that you expect from the activity.

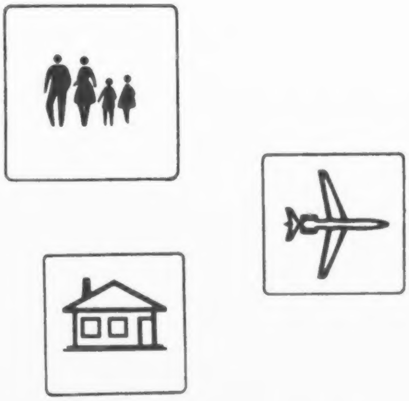
State the purpose of the activity.

BLACKBOARD USE

Students associate key words, symbols and drawings with specific topics introduced and use them to outline and summarize the lesson.

Procedure

1. Present a topic.
2. Write, draw or tape items to the blackboard.



Follow-up

Periodically refer to the blackboard for review and to summarize.

Option

Ask the students to mention the main points of the lesson, or summarize. Remove blackboard items as they're noted.

Note

To aid student comprehension, be consistent in your use of symbols, cues and key words.

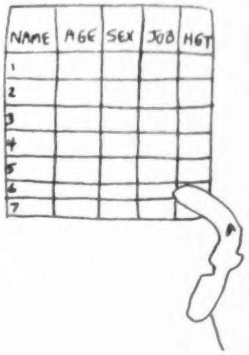
The purpose of these techniques is to give students practice in manipulating the subject matter. Students have a limited number of objectives and follow a structured procedure to get information about the culture or develop expertise.

SURVEY

Students make statements or ask and answer questions based on information they collect and organize.

Procedure

1. Set the task.
2. Students collect the information required.
3. Students organize the information.
4. Students present their results.



Follow-up

Students discuss their findings and interpret or draw conclusions.

Options

Students present their results on a bar or line graph.

Students ask or answer questions about the results.

Students collect information from class members.

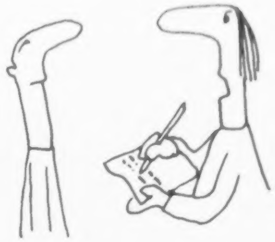
Students collect information independently or on a field trip.

Sample Surveys

Measuring height and weight.

Determining size and composition of families.

Recording food or drink preferences.

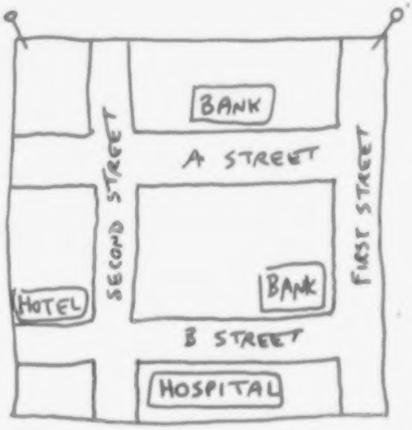


CHARTS

Students make statements or ask and answer questions based on information arranged on a wall chart.

Procedure

1. Present the information on the chart.
2. Students make statements about the chart.
3. Ask questions about the information.
4. Students answer.



Follow-up

Students ask questions.

Students make as many statements as they can about the chart in 30 seconds.

Option

Put pictures on the chart.

Sample Charts

Cardboard clocks with moveable hands.

Bus schedules.

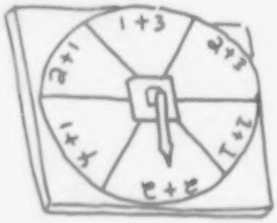
Street maps.

SPINNERS

Students spin the arrow and give the response that the arrow points to on a spinner card.

Procedure

1. Students spin the arrow.
2. Students give the response that the arrow points to.



Options

Responses can be oral, written or actions.

Use more than one spinner to vary responses.

DARTS

Students throw darts at a board with information on it and give the response indicated.

Procedure

1. A student throws a dart.
2. The student observes the location of the dart on the board.
3. The student makes a response.

Follow-up

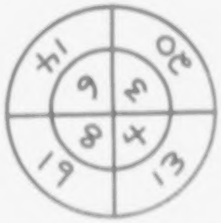
Continue with other students throwing darts and making responses.

Options

Responses can be oral, written or actions (e.g. pick up an item, make a gesture).

Students compete in teams.

Sample Dart Boards

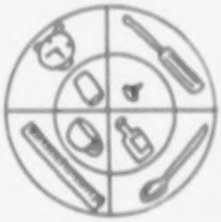


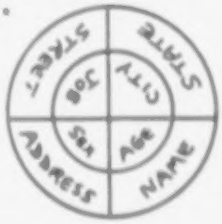
Numbers

Students state the number add, subtract, multiply, divide, etc.

Pictures

Students give the name, state the purpose, explain, select an object, etc.



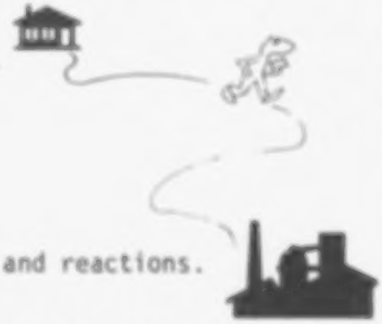


Sight words

Students state the word, give a sentence, explain, etc.

FIELD TRIP

Students leave the classroom on a planned visit to another site. Students make observations and discuss their reactions.



Procedure

1. Explain the purpose of the trip.
2. Accompany/Lead the students to the site.
3. Students observe.

Follow-up

Students discuss their observations and reactions.

Options

Provide a worksheet or questionnaire for students to complete during or after the field trip.

Plan an "unexpected event." Discuss the students' reactions.

In advance, students prepare questions they will ask at the site.

Students go to a hospital, community health clinic, post office, (model) home or restaurant.

Note

Inform agencies, offices or other sites of your intention to visit. Seek permission. Arrange transportation, if necessary.

SCAVENGER HUNT

Students make a tour of local sites and complete a task.

Procedure

1. Set the task.
2. Students follow directions to particular sites or "stations."
3. Students return to the starting point after completing the task.

Sample Hunts

Students fill in place names on an uncompleted map.

Students retrieve items from designated points.

Options

Give directions orally.

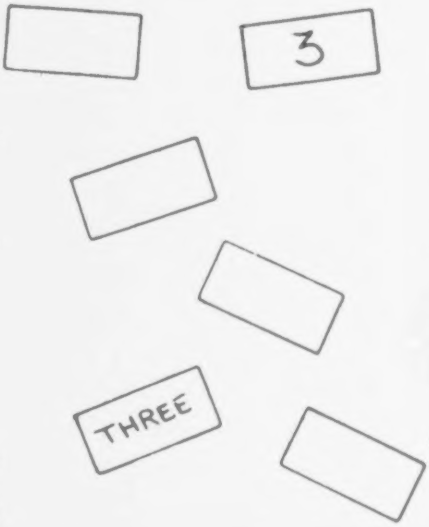
Label maps with pictures.

CONCENTRATION

Students compete to match pairs of index cards by remembering their location. The student with the most pairs wins.

Procedure

1. Lay the cards face down in columns and rows.
2. Taking turns, students turn over two cards. If they don't match, students turn them back over.
3. When a match is made, the student removes the cards and takes another turn.



Options

Students say a sentence with the words when they make a match.

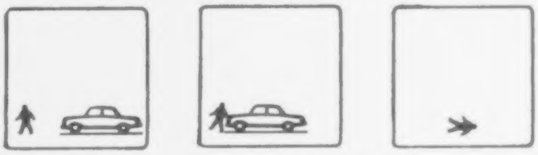
Some matches: pictures with words
numbers with words
parts of a sentence

PICTURE SEQUENCING

Students study a set of pictures and arrange the set in an order that makes sense to them.

Procedure

1. Present the pictures.
2. Students study them.
3. Students put them in sequence.



Follow-up

Students explain and defend their decisions.

Options

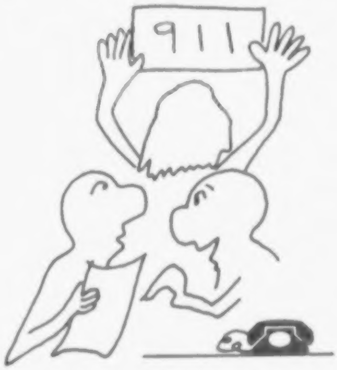
Use photos instead of pictures.

Provide pictures that indicate a definite order (clock times, less or more of something).

Provide pictures that do not indicate a definite order to create more discussion.

SKITS

Students work together to create characters and a scenario for a skit, which they perform in class.



Procedure

1. Set the task.
2. Students prepare their skits.
3. Students perform them.
4. Make notes on their work.

Follow-up

Students comment on the skits.

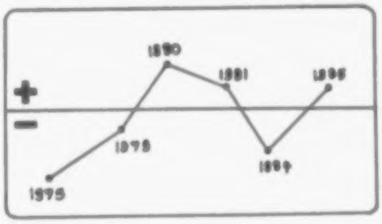
Options

The teacher and/or guests present the skit. Afterwards, students answer questions about what they observe.

Specify topics or areas that students must incorporate into their skits.

TIME LINE

Students identify experiences or events and create a personal record of a given period of time.



Procedure

1. Draw a box with a horizontal line through it--a time line.
2. Put a plus (+) above the line and a minus (-) below it.
3. Identify the time span and the subject.
4. Students identify experiences or events as being negative or positive and record them, with dates, on the time line.

Follow-up

Students discuss emotions attached to these events/experiences.

Students draw conclusions about the past and present.

Students compare and contrast their history with others.

Options

As an example, draw your own time line and discuss it.

Students draw the time line individually or as part of a group.

Vary the time span: since birth, in the homeland, in the refugee camp, since becoming an adult.

Vary the subject: one's jobs, education, health, relationships.

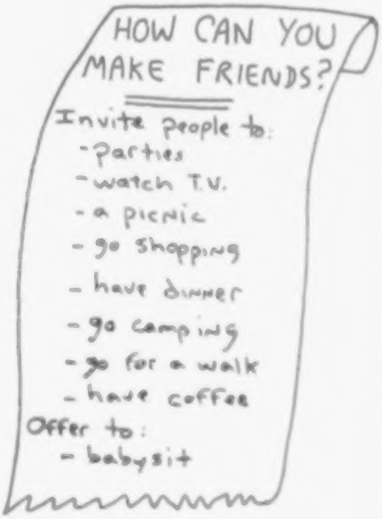
The purpose of these techniques is to motivate and interest students to participate in discussions to get information about the culture, acquire appropriate behavior and learn about values.

BRAINSTORMING

Students consider topics, questions or issues and produce a "complete" list of ideas.

Procedure

1. Present a question.
2. Give time to think about the question.
3. Students make their suggestions.


HOW CAN YOU MAKE FRIENDS?
Invite people to:
-parties
-watch T.V.
-a picnic
-go shopping
-have dinner
-go camping
-go for a walk
-have coffee
Offer to:
-babysit

Follow-up

Discuss the suggestions.

Options

Clarify ideas where necessary.

Categorize ideas.

Prioritize ideas.

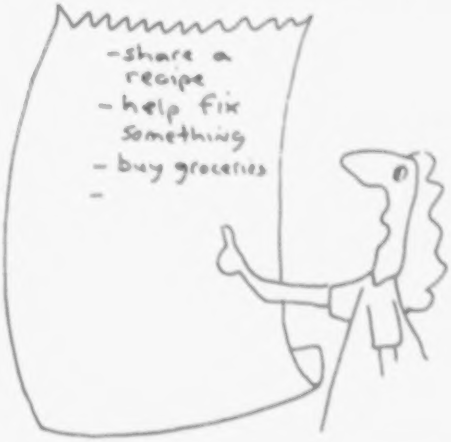
Notes

Do not judge suggestions as they are made. Accept all ideas.

Do not overuse this technique. Vary with other tasks to avoid repetition and boredom.

Thoroughly discuss or use ideas suggested by the students. Use brainstorming as a start (or as part) of a discussion or other exercise.

Brainstorming is not an end in itself. Use the list that the students create.


-share a recipe
-help fix something
-buy groceries
-

CRITICAL INCIDENTS

Students identify conflicts, decide if the behavior indicated is appropriate and/or offer alternative solutions.

Procedure

1. Present one (or a series) of situations.
2. Students decide if the behavior indicated is appropriate.

Follow-up

Have students indicate and discuss how they would act.

Options

Prepare a worksheet or questionnaire for students to record their reactions to ooinions, attitudes or behavior noted in the incidents.

Role play one or more of the incidents.

Recreate the incidents by using rods, modeling clay or drawings.

Give an account of the incident(s) orally or in writing.

Note

Brief critical incidents can introduce many different types of situations in a limited period of time.

A woman opens a box in a super-market and is yelled at by the manager.

A man takes a pen off a woman's desk at work to sign a form. She is angry at him.

A woman un-buttons her blouse in a restaurant to breast feed her baby. The manager tells her to stop.

A woman cooks a pot of food in the morning. She leaves it on the stove, returns in the evening and eats more food from the pot.

CASE STUDY

Students study an expanded critical incident and determine appropriate behavior or evaluate actions already taken.

Procedure

1. Present a specific situation.
2. Students evaluate the actions, attitudes or opinions described.

Follow-up

Have students determine the appropriate behavior.

Options

Develop a case study from a troubling critical incident. Add:

- background
- information about roles and relationships
- cultural details/variables.

Follow the presentation of the case study with a debate.

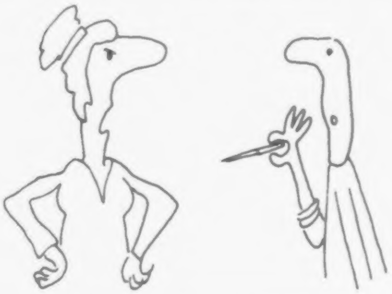
Present the case study as a picture story.

Notes

Case studies can be effective for introducing information and problem-setting.

A case study is concerned with the details and background of a particular situation.

A man and a woman work in an office. They each have their own desks. Both of them do similar jobs. One afternoon, the woman leaves her desk to go to another office. After she leaves, a messenger comes to the office and asks the man to sign a form. The man picks up the woman's pen from her desk, signs the form and (without thinking) puts the pen in his pocket. The woman returns to the office. She doesn't see her pen. She asks the man, "Do you know where my pen is?" The man says, "Oh, here it is. I just borrowed it." The woman was happy to get her pen back but angry that the man took it without asking.



OPEN-ENDED STORY

Students offer endings to an unfinished story which describes a situation they might encounter in the culture. They discuss the implications of their endings.

Procedure

1. Present the story.
2. Students create endings.
3. Students give their endings.

Follow-Up

Discuss implications of the various endings.

A man went to the stove in the kitchen. He turned on the gas. The telephone rang. He went to answer it. When he came back he picked up the box of matches. Then, he ________________
____

Options

Use a sequence of pictures for the story.

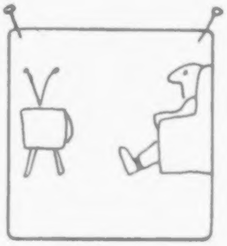
Students choose one of four endings.

PICTURE INTERPRETATION

Students study a photograph of an aspect of life in the culture and they make observations and interpretations about it.

Procedure

1. Present the picture.
2. Students study it.
3. Students make statements about what they see.



Follow-Up

Students compare the aspect with their own culture.

Options

Use slides or video-tapes.

Students bring pictures from their culture and interpret them.

UNEXPECTED EVENT

Students witness and respond naturally to an unexpected event.

Procedure

1. Begin a discussion or activity.
2. A visitor interrupts the class.
3. Students react.

Follow-Up

Students describe or explain the "event."

Options

Students answer questions about the event.

Ask the visitor to return to the class to answer student questions.

The teacher initiates the unexpected event.

The visitor returns to class as part of a police line-up. Students try to identify the person by discussing what they remember about the incident. (Suggestion: change or switch articles of clothing, provide masks, wigs, etc.)

Sample Events

A Hold-up: during a "banking" exercise, a "thief" enters the room, demands money from the "teller" and runs outside.

A Kidnapping: one student--cued in advance--is quickly removed from the class, without explanation.

An Accident: a person falls, drops something or appears to be injured.

A Stranger: a hooded, silent visitor enters the class and sits down for ten minutes--making no comments and answering no questions, then leaves.

Others: a show of anger, a loud noise, a thrown object.

Notes

Some unexpected events might be too upsetting for some students. Try to judge in advance the probable student reaction.

An unexpected event will only be useful if it helps begin a discussion.

DILEMMA

Students are presented with a "serious" situation, asked to consider a question and make choices. Their choices represent their values and beliefs.

Procedure

1. Present the dilemma orally.
2. Ask the question.
3. Students make choices-- individually or in groups.

Follow-up

Students discuss and react to each others' choices and try to form a group concensus or decision.

Option 1: Lifeboat

Dilemma: A ship sinks. Eight people are "safe" in a lifeboat (a doctor, a ship's captain, an injured nurse, a small child, an elderly woman, a fisherman, an Olympic swimmer, the wife of the President). The lifeboat can only hold five people.

Question: Which five should stay in the lifeboat?

Option 2: Deserted Island

Dilemma: You are going to be dropped on a deserted island. No one will find you and you will never leave. You are allowed to take 10 items with you.

Question: What items will you choose to take?

Option 3: House on Fire

Dilemma: You wake up and discover a fire out-of-control. You judge you have time to grab 3 items as you leave the house.

Question: Which three items will you pick up?

Option 4: Time Capsule

Dilemma: You must prepare a time capsule to be opened in 100 years. You want to clearly represent life today.

Question: What 10 items would you put in the time capsule?

Note

Refugee students who have had traumatic experiences at sea may be distressed to consider Lifeboat or Deserted Island.

ARTIFACT

Students examine an unfamiliar object from the culture and attempt to explain its purpose.

Procedure

1. Present an object.
2. Ask students what it is and what it is used for.
3. Students form 3-4 groups to consider the question.
4. Students make their suggestions.

Follow-up

Students consider each suggestion and make a choice.

The teacher confirms the purpose of the object.

Options

Groups give their suggestions orally or written on cards.

Give each group a different artifact to consider.

Sample Artifacts

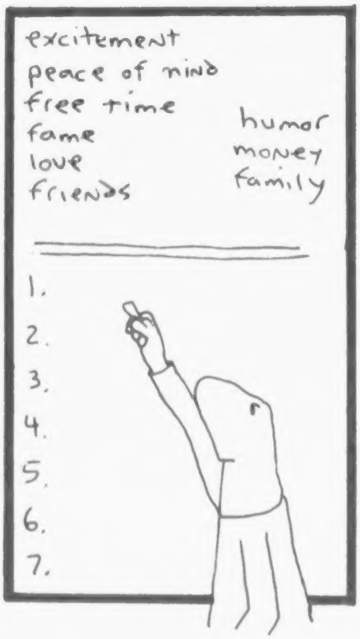
A compass, a pencil sharpener, a shower cap, a Christmas ornament, an Easter egg, a Halloween pumpkin, a tie clip, a back scratcher, an ear swab, a tongue depresser, a shoe horn, a condom, an I.U.D., a thermometer, a plug, a four-leaf clover, a picture of a turkey, an extension cord, a lunch bucket, ear muffs, a cigarette holder, a hole punch, a toothbrush holder, a tape measure, a thermostat, etc.

Note

Try and determine in advance if the artifacts you have chosen are really unknown to your students.

VALUES INVENTORY

Students consider a list of words and prioritize them according to their importance.



Procedure

1. Present a list of words.
2. Ask students to rank them from most important to least important.
3. Students rank them.

Follow-up

Students discuss their rankings, explain their values and attempt to create a list reflecting the values of the group as a whole.

Options

Students work in groups.

Students work individually.

Illustrate words and phrases when possible.

Sample Inventories

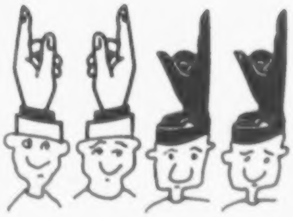
1. Characteristics: independence, honesty, physical attractiveness, ambition, health, intelligence, obedience, helpfulness, religious faith.
2. Needs: excitement, peace of mind, free time, fame, love, friendships, family ties, approval, humor, money.
3. Other possibilities:
   - the qualities of the ideal wife or husband.
   - survival needs on a trip.
   - budget needs and priorities.

STRUCTURED EXPERIENCE

Students participate in a cross-cultural structured experience to observe behavior and make assumptions, explore stereotypes and prejudice, or go through the initial contact with a new culture.

Procedure

1. Plan and prepare for the experience.
2. Assemble all materials and props.
3. Brief students on their roles and responsibilities.
4. Students participate/observe.



Follow-up

Students discuss what they observed or learned.

Options

Provide briefing cards/sheets or task cards.

Orient students in advance of the class.

Sample Structured Experiences

1. The Ostrich*. Blindfold 10-15 students. Whisper a number in each person's ear. Have the students line up, in order, without speaking. Afterwards, ask students to describe the experience and analyze their reactions. Link the experience to the experience of entering a new culture with limited means of communicating.

   * by Claude Pepin, from Beyond Experience, The Experiment in International Living. Copyright, 1977.

2. Prejudice. Put masks, beads or hats on one half the group. Treat both groups differently or limit one group's actions or behavior. Switch roles, discuss how it feels to be "in control" or "the victim."

Notes

Participants in structured experiences need to clearly understand what is expected of them.

Keep the experiences brief and the discussions focused.

The discussion after a structured experience is very important. If there is not enough time to do both, consider another exercise.

Techniques: Discussion

The purpose of this section is to encourage students to accept responsibility for their own opinions, observations, conclusions, etc. and give students an opportunity to express them in a group discussion. The teacher facilitates the discussion rather than imparts information.

QUESTIONING

Students provide information in answer to different types of questions.

Procedure

1. Identify the goal of your discussion.
2. Determine what questions you should ask.
3. Ask the questions.
4. Students answer.

Options

Closed questions: These call for a specific answer. Samples: "What is this?", "Where do you buy aspirin?"

Open questions: These produce a variety of responses. Samples: "What do you think about this?". "Why is she unhappy?"

Redirected questions: These are questions you are asked but direct to someone else. Samples: "Noi, can you answer that for Lek?", "Liliek asked me _____. What do you think?"

Notes

Closed questions are useful as discussion starters, especially if participants are shy. Open questions stimulate thought and debate. Redirected questions involve other people in the question-answer exercise.

Assess the abilities of your students. Open questions--especially how and why questions--are more difficult to answer than closed questions.

ACTIVE LISTENING

Students confirm the accuracy of their statements or questions.

Procedure

1. A group discussion is in progress.
2. A student makes a statement or asks a question.
3. Restate it.

Follow-up

The student confirms or clarifies the accuracy of the statement.

Option 1: Playback

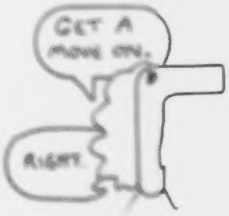
Repeat the statement using the student's own words as much as possible.

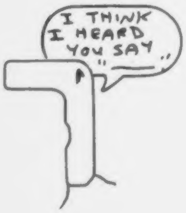
Option 2: Paraphrase

Repeat the student's statement using your own words to clarify the meaning.

Note

"Listening" is non-evaluative. The listener checks the speaker's remarks but doesn't interpret them.




I THINK I HEARD YOU SAY "____"

COMMENTING

The teacher comments on the process of a discussion and, using input from the students, guides the group to the next step.

Procedure

1. A group discussion is in progress.
2. A student makes a statement or asks a question.
3. Comment or ask questions.

Follow-up

Use student input to maintain the discussion or guide it in a new direction.

Options

1. Keep the discussion "on track."

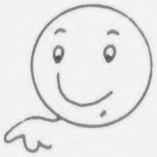
   "That's interesting. Can we come back to that idea later?"

2. Ask for direction.

   "We were talking about transportation. Sombat asked a question about robberies. What does the group want to discuss?"

3. Guide the direction.

   "I think Moua has a good question. If you agree, let's answer it now."



Notes

When "facilitating" a discussion, try not to focus the discussion on your views.

You need to communicate to your classroom aide (if you have one) the purpose of your discussion and the direction you would like it to take.

SUMMARIZING

Students pause as the teacher summarizes the scope and progress of a discussion and provides focus for further discussion.

Procedure

1. A group discussion is in progress.
2. Choose an appropriate time to interrupt.
3. Summarize.

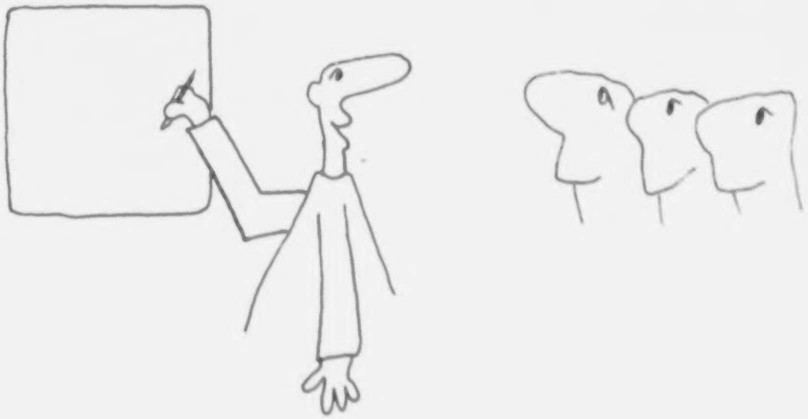
Follow-up

Ask students to confirm or clarify the summary.

The discussion continues.

Options

1. Summarize orally.
2. Provide a written outline. Add illustrations or symbols, if necessary.
3. Combine both approaches.



Techniques : Exploration

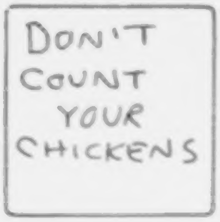
The purpose of these techniques is to give students the opportunity to further explore aspects of the old and new cultures. Information is shared, behavior and actions are explained, and values are examined.

PROVERBS

Students memorize and interpret proverbs to learn about aspects of the culture.

Procedure

1. Present the proverb.
2. Students memorize it.
3. Students analyze the meaning of the proverb.



BEFORE THEY ARE HATCHED

Follow-up

Students give proverbs on the same topic from their culture.

Option

Students create dialogues in which they use the proverbs in an appropriate way.

DEPICTIONS

Students depict their interpretation of an aspect of the culture by making a drawing or by modelling clay.

Procedure

1. Present the topic.
2. Students create their depictions.
3. Students describe what their creations mean.

Follow-up

Students compare their depictions.

Option

Students interpret each others' depictions.

SONGS

Students learn the words and melodies of songs of the culture and sing them in class.

Procedure

1. Present the song.
2. Students memorize and sing it.

Follow-up

Present/Elicit information about the culture that is in the lyrics.

Options

Choose songs which feature certain topics.

Create new lyrics for familiar melodies.

Sample Songs

SOCIAL SECURITY

(sung to the tune of
"Down By The Riverside")

When I go to America, I get
Social Security
Social Security
Social Security
When I go to America, I need
Social Security
A Social Security card.

When I go to an interview, I need
Social Security
Social Security
Social Security
When I go to an interview, I need
Social Security
A Social Security card.

One the 1st day of my new job, I need
Social Security
Social Security
Social Security
One the 1st day of my new job, I need
Social Security
A Social Security card.

When I open a bank account, I need
Social Security
Social Security
Social Security
When I open a bank account, I need
Social Security
A Social Security card.

After I work for 40 years, I get
Social Security
Social Security
Social Security
After I work for 40 years, I get
Social Security
A Social Security card.

VAN MINH GETS A JOB

(sung to the tune of
"When Johnny Comes Marching Home")

When Van Minh is in the U.S., he'll find a job
He'll look for a job as a cook because
he can cook, he can cook
He will work from morning until night
Before he gets his salary
And he will be happy when
He has got his pay.

When Son Van is in the U.S., he'll find a job
He will look for a job as a baker because
he can bake, he can bake
He will work from morning until night
Before he gets his salary
And he will be happy when
He gets his pay.

When Chan Reth is in the U.S., he'll find a job
He'll look for a job as a driver because
he can drive, he can drive
He will work from morning until night
Before he gets his salary
And he will be happy when
He gets his pay.

When Sok Hean is in the U.S., she'll find a job
She will look for a job as a typist because
she can type, she can type
She will work from morning until night
Before she gets her salary
And she will be happy when
She gets her pay.

When Thi Mai is in the U.S., she'll find a job
She'll look for a job as a seamstress because
she can sew, she can sew
She will work from morning until night
Before she gets her salary
And she will be happy when
She gets her pay.

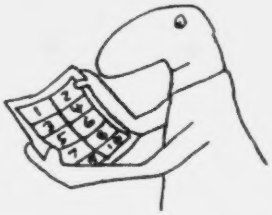
BEST COPY AVAILABLE

PICTURE STORY

Students follow a sequence of pictures to understand a story.

Procedure

1. Students "read" the picture story.
2. Students narrate the story.



Follow-up

Students answer questions about the story.

Options

Role play the story and students tell the story.

Cut the story into individual frames and ask students to put them in sequence.

Match individual frames to sight words, symbols or pictures.

Have students role play the story.

Prepare a dyad from the picture story. Ask students to work in pairs to discover the missing information.

Ask students to complete a cloze passage.

Have students write the story.

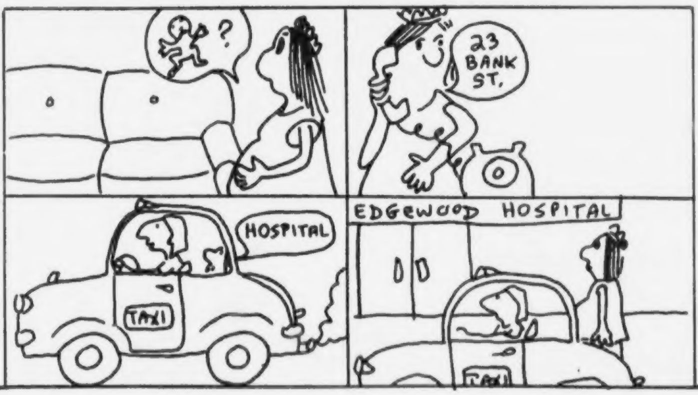
Notes

There are different types of pictures stories. Stories:

- to practice sight word reading
- to manipulate or practice language
- to introduce a cultural point
- to illustrate a conversation

Identify the objectives of a lesson before selecting the type of story you will use and deciding how you will use it.

Give/Elicit the meaning of unfamiliar cues, symbols or key words before requiring students to read and interpret a story.



LETTERS

Students study a letter illustrating an aspect of life in the culture and they make observations and interpretations.

Procedure

1. Present the letter.
2. Students study it.
3. Students make statements about what is written.

Follow-up

Students compare the aspect with their own culture.

Options

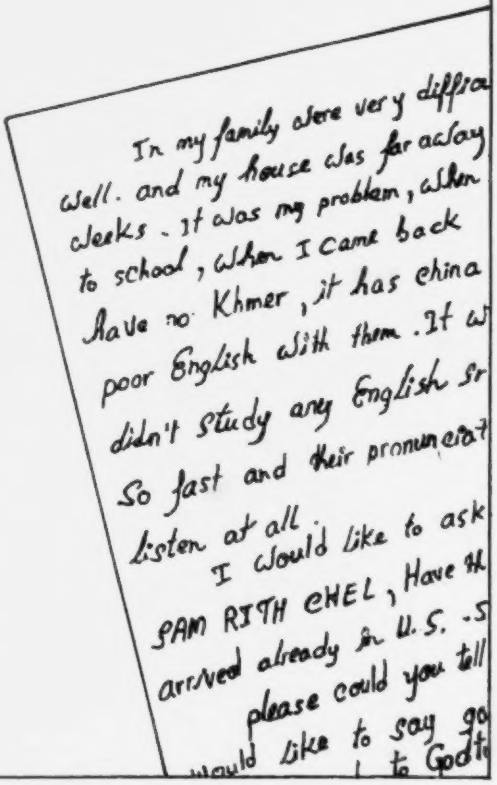
Present the full text of the letter or selected quotes.

Students read the letter or the teacher reads for the class.

Ask questions to elicit students' observations.

Role play a situation mentioned in the letter.

Use pictures, slides, drawings or puppets to illustrate the letter.



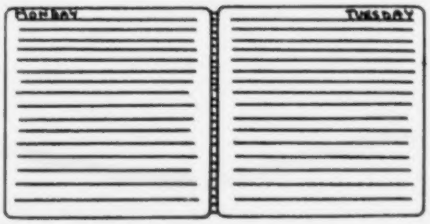
In my family were very diffic
well. and my house was far away
weeks . It was my problem, when
to school, when I came back
have no Khmer, it has china
poor English with them . If w
didn't study any English sr
So fast and their pronunciat
listen at all.
I would like to ask
SAM RITH CHEL, Have th
arrived already in U.S. .S
please could you tell
would like to say go
to God

JOURNALS

Students reflect their values, behavior, hopes and concerns as they prepare to enter a new culture.

Procedure

1. Give each student a blank journal.
2. Provide a sample journal entry.
3. Present/Elicit suggestions for daily journal entries.
4. Students write.



Follow-up

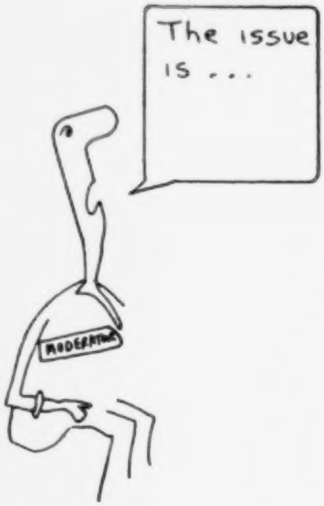
Students submit their journals to the teacher periodically for questions, comments and reactions (written and/or oral).

DEBATE

Students argue in favor of and against a proposition or issue.

Procedure

1. Present an issue.
2. Students form two teams.
3. One team argues in favor.
   One team argues against.



Follow-up

A panel of "judges" decide who has the stronger case.

Options

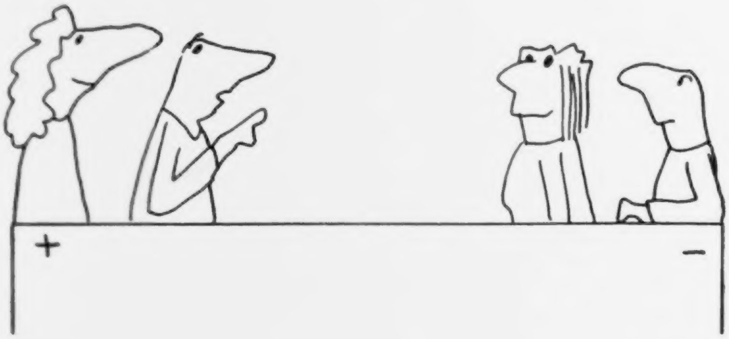
The teacher serves as moderator.

A student serves as moderator.

Allow a limited period of time (2 minutes, 5 minutes) to present each case.

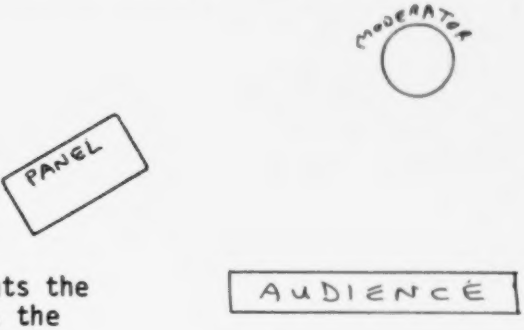
Note

The panel should provide reasons for its decision.



PANEL DISCUSSION

Students give their views on a topic while other students react with questions.



Procedure

1. Select a topic.
2. Assign roles:
   - one moderator
   - a panel
   - the audience
3. The moderator presents the issue and summarizes the rules.
4. Panel members each make an opening statement.
5. The moderator and/or audience ask questions of the panel.
6. Panel members each make closing statements.

Note

Set a time limit for opening and closing statements (5 minutes, 2 minutes).

and finally..

Techniques: Language Reinforcement

The purpose of these techniques is to help students use language to express themselves and to communicate with others.

DIALOGUES

Students memorize phrases and sentences which are part of common, everyday conversations.

Procedure

1. Present the dialogue.
2. Students memorize the lines.

Follow-up

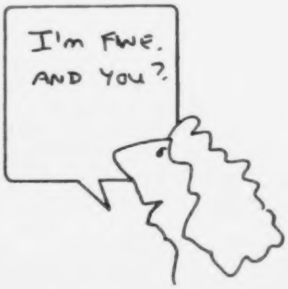
In pairs, students perform the dialogue.

Options

Include appropriate nonverbal language (gestures, facial expressions, etc.).

Use puppets or props for the parts of the dialogue.

To help students memorize, write the dialogue on the board and gradually erase words until nothing remains.


I'm FINE. AND YOU?

ACTION SEQUENCE

Students perform actions in response to directives or commands.

Procedure

1. Give the directives.
2. Students perform the actions.

Follow-up

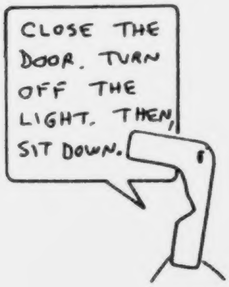
Students give the directives.

Options

Students describe their actions.

Use pictures to cue directives.

Give multi-step directives. Ex:
Pick up the paper, find the telephone number for the police and dial the number.


CLOSE THE DOOR. TURN OFF THE LIGHT. THEN, SIT DOWN.

JAZZ CHANTS

Students listen to and repeat conversational exchanges to practice correct rhythm and intonation.

Procedure

1. Explain the situational context.
2. Model each line of the exchange. Students repeat.
3. Establish the rhythm.
4. Divide class into two groups. The teacher models each group's lines in the exchange. Groups repeat.
5. Conduct a two-part exchange between you and the class.
6. Divide class again into two groups. Conduct the exchange between the two groups without a model. Use hand-cues.

Options

Establish the rhythm by counting, using sticks, clapping or snapping fingers.

Use props or gestures.

The group repeats.

Individuals repeat.

The teacher selects individual students to practice and lead the chant.

Improvise.

Note

For "Tell Me Your Name" and other jazz chants, see: Jazz Chants. Graham, Carolyn. New York, New York: Oxford University Press, 1978.

TELL ME YOUR NAME

Tell me your name again, please.
Tell me your name.
Tell me your first name.
Tell me your last name.
Spell your name for me, please.
Spell your name.
Pronounce your name for me, please.
Say it again.
What a beautiful name.
What a lovely name.

Techniques: Literacy Reinforcement

The purpose of these techniques is to help students master basic reading and writing.

SIGHT WORD READING

Students read key words, signs and symbols to demonstrate their expertise.

Procedure

1. Present the word, sign or symbol.
2. Students read it.

Follow-up

Present the word for review in another lesson.

Options

Post signs around the room during each lesson and periodically refer students to them.

Use key words on the blackboard to mark the progress of a lesson.

Present key words, signs and symbols on board games (e.g. Tic-Tac-Toe, Bingo, Snakes and Ladders) or simple maps.

Play Concentration.

Present a picture story illustrating specific sight words.

Identify corners of the room as different community sites: a restaurant, a post office, a supermarket, a bus station. Students sort through sight words and put them in the appropriate corners.

Students compete in teams to identify key words.

Students match pictures and words on a worksheet.

Read words aloud. Students locate and circle them on a worksheet.

On a worksheet, students supply missing letters to complete words: a_dress, b_nk.

Note

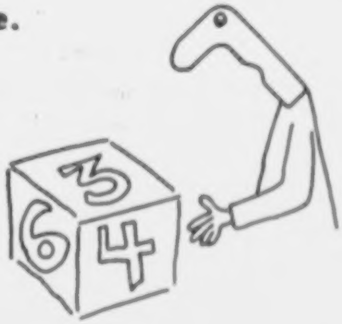
Sight words and signs need to be reviewed and reinforced periodically; not just introduced once.

CUBES

Students throw a cube with pictures or key words on its six sides to cue statements or questions.

Procedure

1. Present the information on the cube.
2. Ask questions about the sides.
3. Students answer the questions.
4. Students throw the cube. One asks and another answers about the side.



Options

Students throw two cubes, each with different information on its sides.

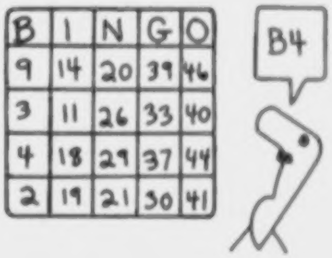
Students form teams to ask and answer the questions.

BINGO

Students compete to put markers in a row on a Bingo Card--a grid with numbers and the letters B, I, N, G and O.

Procedure

1. Distribute Bingo Cards and markers to students.
2. From a master list, read aloud letter-number combinations at random.
3. Students put markers on the squares with the appropriate combinations.
4. The first student to put the markers in a row says "Bingo!" and wins.



B	I	N	G	O
9	14	20	39	46
3	11	26	33	40
4	18	29	37	44
2	19	21	30	41

Follow-Up

Check the winner's combinations.

Option

Put pictures or words in the squares.

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CLOZE

Students write the proper words in the blank spaces in a written passage.

Procedure

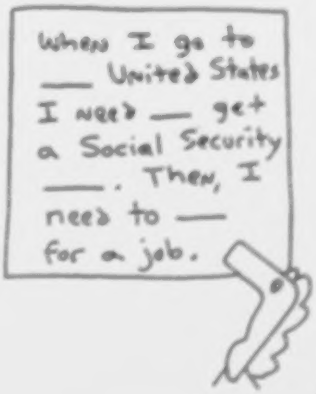
1. Prepare a handout of a paragraph with every fifth word missing.
2. Students read the paragraph and write in the missing words.
3. Check students' work.

Options

Use dialogues with missing words.

Prepare passages with every sixth or seventh word missing.

Prepare passages which leave out all sight words or other key words.



SNAKES AND LADDERS

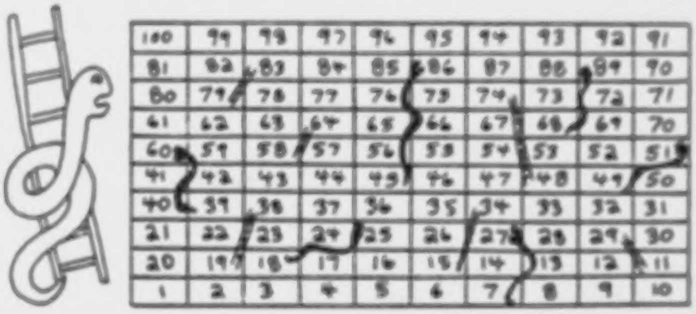
Students compete to reach the last square on a 100 square grid.

Procedure

1. Distribute a Snakes and Ladders board to each group of 4-5 students.
2. Students throw dice and move markers along the grid.
3. Students landing on a square with a ladder to up. Students landing on a square with a snake go down.
4. The first student to reach the last square wins.

Option

Present boards to practice numbers, key vocabulary, sight words.



100	99	98	97	96	95	94	93	92	91
81	82	83	84	85	86	87	88	89	90
80	79	78	77	76	75	74	73	72	71
61	62	63	64	65	66	67	68	69	70
60	59	58	57	56	55	54	53	52	51
41	42	43	44	45	46	47	48	49	50
40	39	38	37	36	35	34	33	32	31
21	22	23	24	25	26	27	28	29	30
20	19	18	17	16	15	14	13	12	11
1	2	3	4	5	6	7	8	9	10

The purpose of these techniques is to help you see what your students know, what they have learned and what they need to learn.

FEEDBACK

Students assess their own learning.

Procedure

1. Ask students to make statements about their own learning.
2. Students reflect and respond.

Follow-Up

Ask students for feedback on a regular basis.

Options

Use the translator or classroom aide.

Ask students to describe their strategies for learning.

Ask students to evaluate your teaching.

Note

Ask for feedback only if you are ready to hear it.

What have you learned today?

MATCHING

Students match symbols or pictures with words.

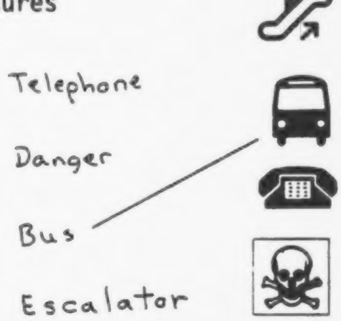
Procedure

1. Prepare a handout with pictures in one column and words in another.
2. Students draw lines to match pictures with the appropriate words.
3. Check students' work.

Options

Students match:

- words with their meanings.
- beginnings and endings of sentences.
- questions and answers.

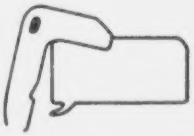


OPEN-ENDED TASK

Students do or say as much as they can in a specified task (a role play or construction project).

Procedure

1. Set the task.
2. Students do the task.
3. Make notes on their work.



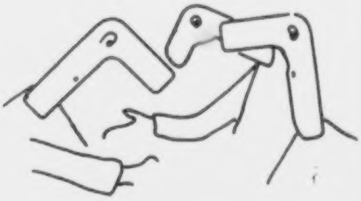
Follow-Up

Repeat the task periodically to judge students' progress.

Options

Give students a topic and have them talk about it for two minutes.

For construction tasks, students talk about their actions.



VALUATION

Students make choices about situations and examine the reasons behind their choices--their values.

Procedure

1. Present the situation.
2. Present the choices.
3. Students choose.
4. Students explain the reasons for their choice.

Your boss shouts at
you for working too
slow at your job.
You:
1) work faster.
2) ignore the boss.
3) quit the job.
4) shout at the boss

Follow-Up

Students talk about the sources of their values.

Option

Students compare their choices and their values.

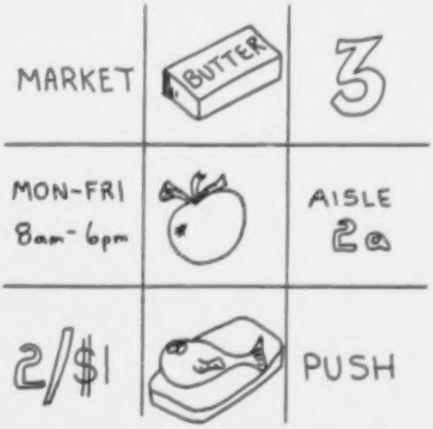
Note

There are no "right" or "wrong" values. The purpose is to allow students to see and compare.

TIC-TAC-TOE

Students compete to put three markers in a row on a grid with numbers, words or pictures in the squares.

Procedure



1. Students form 2 groups.
2. A representative from one group reads aloud the number, word or picture shown in a square.
3. Pose a question related to the item.
4. Students in that group answer. If they answer correctly, mark the square.
5. Continue with students in the other group.
6. The winning team gets 3 in a row.

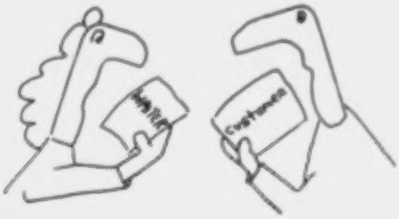
Option

Prepare questions in advance and record on a master list.

SIMULATION

Set up an environment in class which approximates a situation in the culture. Students play certain roles and carry out prescribed tasks in the simulated environment.

Procedure



1. Give the students roles and tasks.
2. Prepare the setting, the props and materials.
3. Students carry out their tasks.

Follow-up

Students discuss their observations and reactions.

Options

Use authentic props and materials.

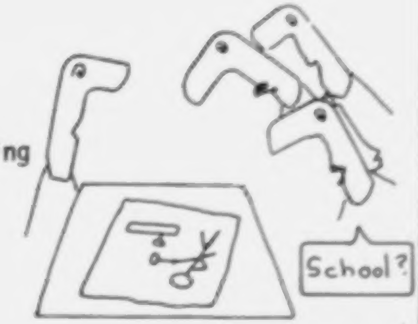
Include roles or tasks which cause conflicts or unexpected situations.

PICTURE CHARADES*

Students demonstrate their understanding of key words by drawing pictures.

Procedure

1. Write key words on index cards.
2. Put cards face down on a table.
3. Students form two teams.
4. Representatives of each team. go to the table and turn over one card.
5. The students run back to their groups and illustrate the meaning of the word.
6. Students in both groups guess the word.



Follow-up

Award a point to the group guessing the correct word. Continue with other words.

Discuss difficult words.

Sample Key Words

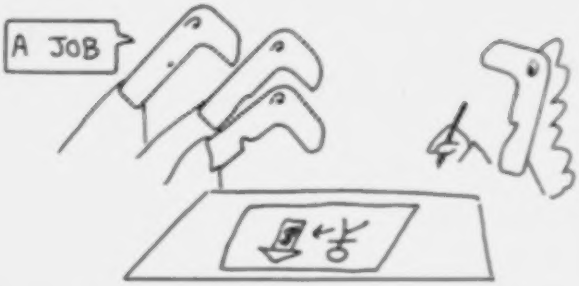
Employment, social security card, hospital, clinic, welfare, sponsor, culture shock.

Notes

Picture Charades offer an opportunity to assess how students interpret key words.

Students can use drawings, symbols and punctuation marks but not words, letters or numbers.

* Contributed by:
Carol Richardson,
The Experiment in
International Living,
Brattleboro, Vermont.

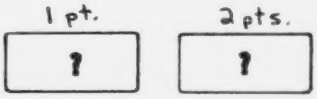


JEOPARDY

Students select true-and-false or open-ended questions to demonstrate their understanding of a topic.

Procedure

1. Students form two teams.
2. Choose a representative from each team.
3. Ask them to choose the type of question you will ask.
    - true-and-false
    - open-ended
4. Ask the questions.



Follow-up

Award points.

Continue with other students and other questions.

Options

Students form four teams.

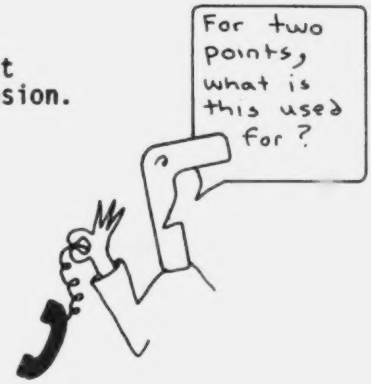
In a previous exercise, students write the questions they will be asked.

Use props: "What is this?", "What is it used for?", "Is this a ____ or a _____?"

Notes

Give one point for true-and-false questions and two points for open-ended questions.

Ask questions of your students that realistically test their comprehension.

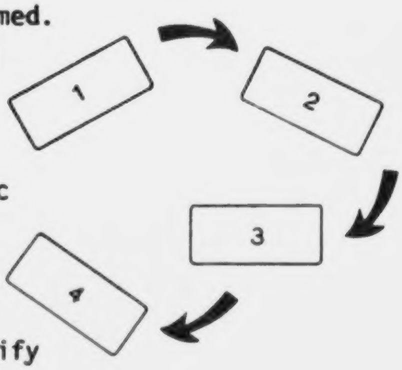

For two points, what is this used for?

STATION-TO-STATION

Students move between designated points performing specific tasks to demonstrate their understanding.

Procedure

1. Select the tasks to be performed.
2. Arrange the required stations and equip with necessary materials or props.
3. Students move from station-to-station performing specific tasks.



Follow-up

Students share their results, explain steps they took and identify problems they encountered.

Options

Students complete a Task Card or have a Signature Card signed as they complete each task.

Students complete tasks individually, in pairs or in small groups.

Combine your class with one or several other classes.

PICTURE DESCRIPTION

Students say as much as they can about a picture.

Procedure

1. Post the picture.
2. Students make statements about the picture.
3. Make notes of students' ability.

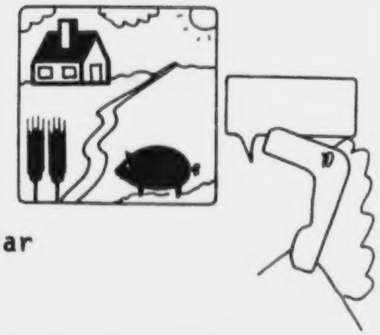
Follow-Up

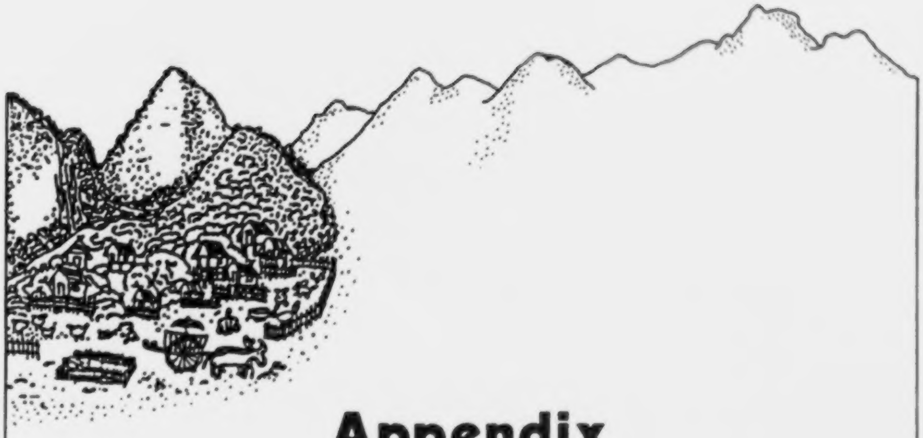
Repeat the exercise periodically to judge students' progress.

Options

Use pictures that feature particular topic areas.

Students write descriptions.





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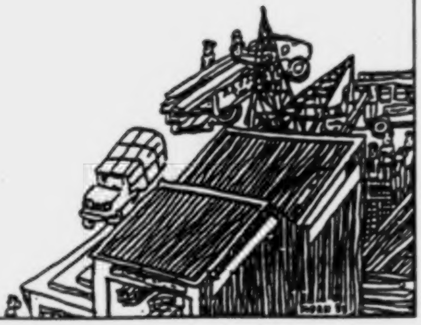
4. Teacher Resources 425



Appendix : 1

Reference to Southeast Asian Regional Curriculum

The regional competencies reflect the minimum content and skills being taught to students at all Southeast Asian Refugee Processing Center sites and represent abilities which students are currently demonstrating in their classrooms and in test situations.

The competencies are organized into eleven units and further divided into 77 individual competencies. The following list shows how and where the units in this book match those in the regional curriculum.

SETTLING IN, Book 1 UNIT	SEA REGIONAL CURRICULUM
1. Orientation	Classroom Orientation (1)
2. Numbers and Money	(New)/Consumerism and Finance (6)
3. Communication	Communication (3)/(New)
4. Time Management	Time Management (2)
5. Home	Housing (4)
6. Health	Health and Sanitation (8)
7. Society	Social Roles (9)
8. Refugees and Immigrants	Social Roles (9)/(New)

SETTLING IN, Book 2 UNIT	SEA REGIONAL CURRICULUM
9. Community	Community Services (7)
10. Travel and Transportation	Communication (3)/Community Services (7)
11. Measurement	(New)
12. Shopping	Consumerism and Finance (6)
13. Finances	Consumerism and Finance (6)
14. Employment	Employment (5)
15. Resettlement	Resettlement and Sponsorship (10)/ The Transit Process (11)/(New)

Reference to Books and Materials

The following books and materials are used as core materials by students in the IESL/CO program in Southeast Asia and are distributed by the Southeast Asia Regional Service Center (SEARSC), Center for Applied Linguistics, Manila, Philippines.

1. Medical Guide and Glossary. Wagner, Christa and Janet Rullo. Portland, Oregon: Indo-Chinese Language Resource Center, 1978-1980. (English, Khmer, Lao and Vietnamese)
2. Phrasebook. Arlington, Virginia: Center for Applied Linguistics, 1980. (English-Hmong, Khmer, Lao, Vietnamese, Chinese).
3. Your New Life. Washington, D.C.: Center for Applied Linguistics, 1981. (Chinese, Hmong, Khmer, Lao and Vietnamese).

The following books and resource materials are widely used by teachers participating in the IESL/CO program in Southeast Asia:

1. Settling In, Book 1. Shapiro, Toni. Bangkok, Thailand: The Experiment in International Living and World Education, 1985.
2. Cultural Orientation Resource Manual, Volumes I, II and III. Washington, D.C.: Center for Applied Linguistics, 1982. Revised edition, 1985.
3. Writing Back: Letters From Refugees in the U.S. Riddle, Tom. Bangkok, Thailand: The Experiment in International Living, 1985.
4. Oxford Picture Dictionary. Parnwell, E.C. New York, New York: Oxford University Press, 1978.
5. The American Way, Kearny, Edward N., Mary Ann Kearny and Jo Ann Crandall. Englewood Cliffs, New Jersey: Prentice Hall, Inc, 1984.
6. The ESL Miscellany. Clark, Raymond C., Patrick Moran, and Arthur A. Burrows. Brattleboro, Vermont: Pro Lingua Associates, 1981.
7. Jazz Chants. Graham, C. New York, New York: Oxford University Press, 1978.
8. Everything In Sight. Ligon, Fred. Bangkok, Thailand: The Experiment in International Living, 1985.
9. America, In Sight. Ligon, Fred. Bangkok, Thailand: The Experiment in International Living, 1983.
10. Refugee Reports. New York, New York: American Council for Nationalities Service. (Bi-weekly publication.)

11. News For You, Syracuse, New York: New Readers Press, Laubach Literacy Int., 1984-1985.

12. Cultural Notes. Richardson, Carol. Galang, Indonesia: The Experiment in International Living, 1982.

Additionally, the "Culture" sections in lessons in the following books have been helpful to teachers:

Opening Lines. Ligon, Fred. Bangkok, Thailand: The Experiment in International Living, 1983.

Shifting Gears, Books 1 and 2. Gillespie, Marilyn and Igor Barabesh. Bangkok, Thailand: The Experiment in International Living, 1984.

For information about titles unavailable commercially contact:

The Center for Applied Linguistics
3520 Prospect Street
Washington, D.C. N.W. 20007

CIVIL COURT CASES*

CASE A. Bruce, a bus driver, was worried. For the last fifty miles a passenger had been making a lot of noise and yelling at people. Bruce was afraid that Howard, the passenger, might hurt other passengers. So, he pulled the bus to the side of the road and, even though it was almost midnight, he ordered Howard to get off the bus. About an hour later, Howard was hit and killed by a hit-and-run driver. Howard's widow sued the bus company for $250,000. "Howard would be alive today if the driver had not told him to get off the bus," she argued. "Howard had paid his fare. The bus company had a duty to take him to his bus stop." The bus company disagreed. "The company had a duty to other passengers besides Howard," it's lawyers said, "Howard was bothering other passengers. The driver thought he might hurt them. He ordered Howard off the bus to protect his other riders."

WHO WON?

CASE B. Susan Davis applied for a job as a prison guard. She did not get the job because she did not weigh enough. The state said that guards must be at least five feet two inches tall and weigh at least 120 pounds. Davis was tall enough. She is five feet four inches tall. But, she weighs only 100 pounds. Davis sued the state prison board. "This is a rule that is unfair to women," she said. Her lawyers showed the court that the height and weight limits would keep 41 percent of all females out of the job of prison guard. The limits would keep only 1 percent of men out of the job. The state argued that the height and weight limits were necessary for prison guards. "Anyone smaller than five feet two inches and weighing less than 120 pounds would be in big trouble with the prisoners."

WHO WON?

CASE C. Bobby Jones loves sports. He especially loves basketball. For several years, he had been playing on a city basketball team. During one game, Bobby's foot got caught in a crack in the cement basketball court floor. Someone was running right behind him and ran into him so hard that Bobby's ankle broke. The city parks and recreation department owned the basketball court. Bobby sued the city for $20,000 for his broken ankle. "The basketball court was in bad condition. The city is responsible for the court," he said. The city officials said that basketball players take risks on themselves. "Bobby Jones knew that playing basketball could be dangerous," the city's lawyers said. "He took the risk. It is his fault."

WHO WON?

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* Adapted from News For You, New Readers Press, Laubach Literacy International, Syracuse, New York.

Appendix : 3

CIVIL COURT CASES:

THE DECISIONS

A. Howard's widow won. The court said that since a bus company takes money to carry people, it has a duty to keep them safe. It must try to protect its passengers from danger. Bruce may have had a right to tell Howard to get off the bus because he was making trouble, but he had a duty to leave him in a safe place. Bruce should have known that Howard could get hurt when he was left on the road in the middle of the night.

B. Davis won. The court decided that physical strength is more important than height and weight. It told the state to find a better test for prison guard applicants.

C. Bobby won. The court said that Bobby had the right to believe the basketball court would not have hidden dangers.

---

* Adapted from News For You, New Readers Press, Laubach Literacy International, Syracuse, New York.

GEOGRAPHY: MICHAEL'S TRIP

Michael had a two month vacation. He bought a special airplane ticket which allowed him to make six different stops before he returned home to Hawaii.

First he visited his cousin in San Francisco. They visited Chinatown, Golden Gate Park, and ate food in a Chinese restaurant. The weather was cool. He had to wear a sweater.

Michael next flew to Colorado where he went hiking in the Rocky Mountains. The higher he climbed in the mountains, the colder it became. He had to wear a heavy jacket because it was cold and there was snow on the ground.

Next, Michael flew to Minnesota. The plane ride was three hours long. He visited his friends in Minneapolis and went swimming in a lake. The water was very cold. Even in summer Minnesota is not always very hot.

After that he flew to Chicago. It is called the "Windy City" because of the strong winds which blow from the Great Lakes. Chicago is a very large city.

On the fourth week of his trip Michael visited New York. He visited the Statue of Liberty, the Empire State Building, and walked underground to ride the underground railroad. This is called a subway. Michael observed that people moved very fast. Everyone was in a hurry. There was pushing, shouting and yelling.

To relax, Michael flew to Florida. He swam at Miami Beach and drove to Orlando to visit Disney World, a very large amusement park. The weather was very hot. After two days at Disney World Michael took a nine hour plane flight back to Hawaii. His plane made one stop in Los Angeles to refuel and to get more passengers.

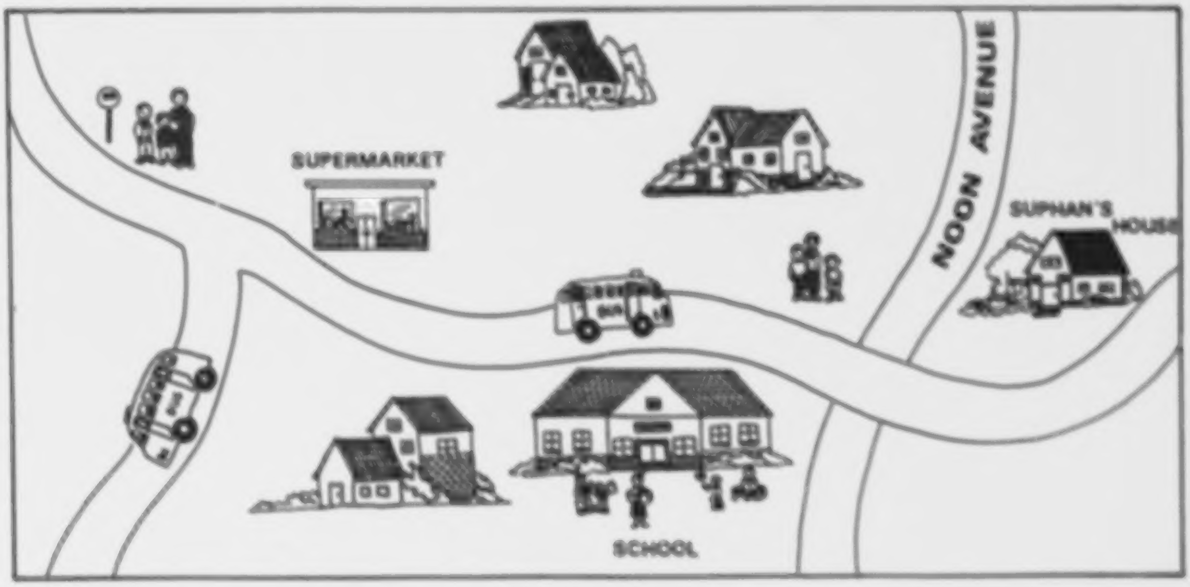
1. Point out the route of Michael's trip on a map of the U.S.
2. Did Michael go to Dallas? To Washington D.C.?
3. How many cities did he visit? Which are on the east or west coast?
4. In what direction is New York from Chicago?
5. Where was the weather cold? Hot? Warm?
6. Where did he eat Chinese food?
7. In what city was there a subway?
8. Which places had lakes and mountains?
9. How do some areas of the U.S. differ from others?

Appendix : 3

BUS SCHEDULE

ROUTE 82 WESTBOUND			
SUPHAN'S HOUSE	NOON AVENUE	SCHOOL	SUPERMARKET
8:30 A.M.	9:02 A.M.	9:13 A.M.	10:35 A.M.
4:30 P.M.	5:02 P.M.	5:13 P.M.	5:35 P.M.
ROUTE 82 EASTBOUND			
SUPERMARKET	SCHOOL	NOON AVENUE	SUPHAN'S HOUSE
8:30 A.M.	8:52 A.M.	9:05 A.M.	9:35 A.M.
4:30 P.M.	4:52 P.M.	5:05 P.M.	5:35 P.M.

BUS MAP


SUPERMARKET
NOON AVENUE
SUPHAN'S HOUSE
SCHOOL

Appendix : 3

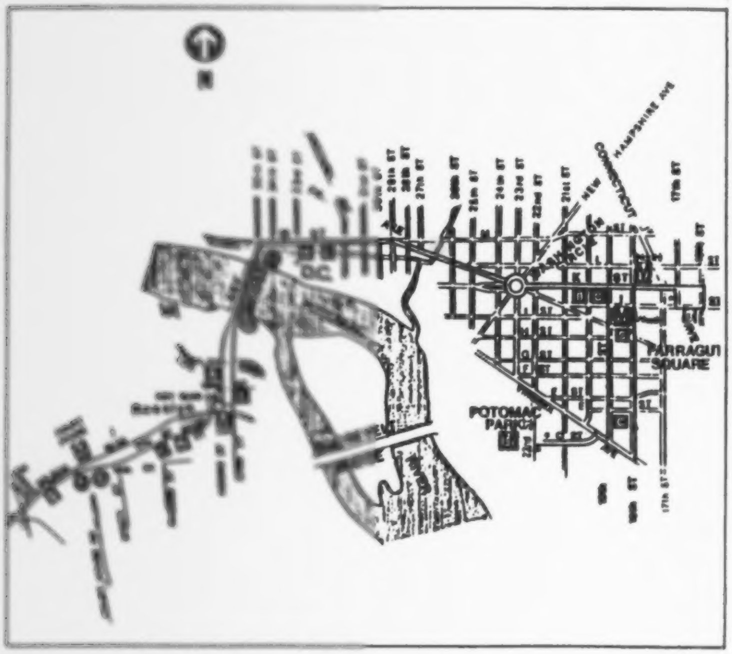
REAL BUS SCHEDULE

Weekday Westbound

17th &1 Sts. NW	C & 22nd Sts. NW	K & 19th Sts. NW	Wisconsin Ave & M St	Rosslyn	Wilson Blvd & Highland St
am					
6:00	-	6:05	6:10	6:14	6:19
6:50	-	6:56	7:03	7:09	7:15
7:50	-	7:56	8:04	8:10	8:17
9:53	-	8:59	9:07	9:13	9:20
9:53	-	9:59	10:07	10:13	10:19
10:53	-	10:59	11:07	11:13	11:19
11:53	-	11:59	12:07	12:13	12:19
pm					
12:23	-	12:29	12:37	12:43	12:49
1:22	-	1:28	1:37	1:44	1:50
2:22	-	2:28	2:37	2:44	2:50
3:22	-	3:28	3:37	3:44	3:50
3:50	-	3:57	4:06	4:13	4:21
-	4:05	4:13	4:22	4:29	4:37
4:20	-	4:27	4:36	4:43	4:51
-	4:35	4:43	4:53	5:03	5:12
4:50	-	4:57	5:07	5:17	5:26
-	5:05	5:13	5:23	5:33	5:42
5:20	-	5:27	5:37	5:47	5:56
-	5:35	5:43	5:53	6:02	6:10
5:50	-	5:56	6:06	6:15	6:23
-	6:05	6:13	6:23	6:32	6:40
6:20	-	6:26	6:35	6:42	6:50
6:45	-	6:51	6:58	7:04	7:10

Sunday Westbound

17th &1 Sts, NW	K & 19th Sts, NW	Wisconsin Ave & M St	Rosslyn	Wilson Blvd & Highland St
am				
6:29	6:35	6:39	6:44	6:50
7:29	7:34	7:39	7:44	7:50
7:59	8:04	8:09	8:14	8:20
8:29	8:34	8:39	8:44	8:50
9:29	9:34	9:39	9:44	9:50
10:00	10:05	10:10	10:15	10:21
11:10	11:15	11:20	11:25	11:31
11:45	11:50	11:55	12:00	12:06
pm				
12:19	12:25	12:30	12:35	12:40
12:54	1:00	1:05	1:10	1:15
2:04	2:10	2:15	2:20	2:25
2:39	2:45	2:50	2:55	3:00
3:49	3:55	4:00	4:05	4:10
4:24	4:30	4:35	4:40	4:45
5:34	5:40	5:45	5:50	5:55
6:09	6:15	6:20	6:25	6:30
6:44	6:50	6:55	7:00	7:05



Sunday Eastbound

Wilson Blvd & Highland St	Rosslyn	Wisconsin Ave & M St	K & 19th Sts, NW	17th &1 Sts, NW
am				
6:07	6:12	6:17	6:22	6:25
7:07	7:12	7:17	7:22	7:25
7:37	7:42	7:47	7:52	7:55
8:07	8:12	8:17	8:22	8:25
9:07	9:12	9:17	9:22	9:25
9:37	9:42	9:47	9:52	9:55
10:42	10:47	10:52	10:57	11:00
11:17	11:22	11:27	11:32	11:35
11:52	11:57	12:03	12:10	12:13
pm				
12:27	12:32	12:38	12:45	12:48
1:02	1:07	1:13	1:20	1:23
2:12	2:17	2:23	2:30	2:33
2:47	2:52	2:58	3:05	3:08
3:57	4:02	4:08	4:15	4:18
4:32	4:37	4:43	4:50	4:53
5:42	5:47	5:53	6:00	6:03
6:17	6:22	6:28	6:35	6:38
6:52	6:57	7:03	7:10	7:13

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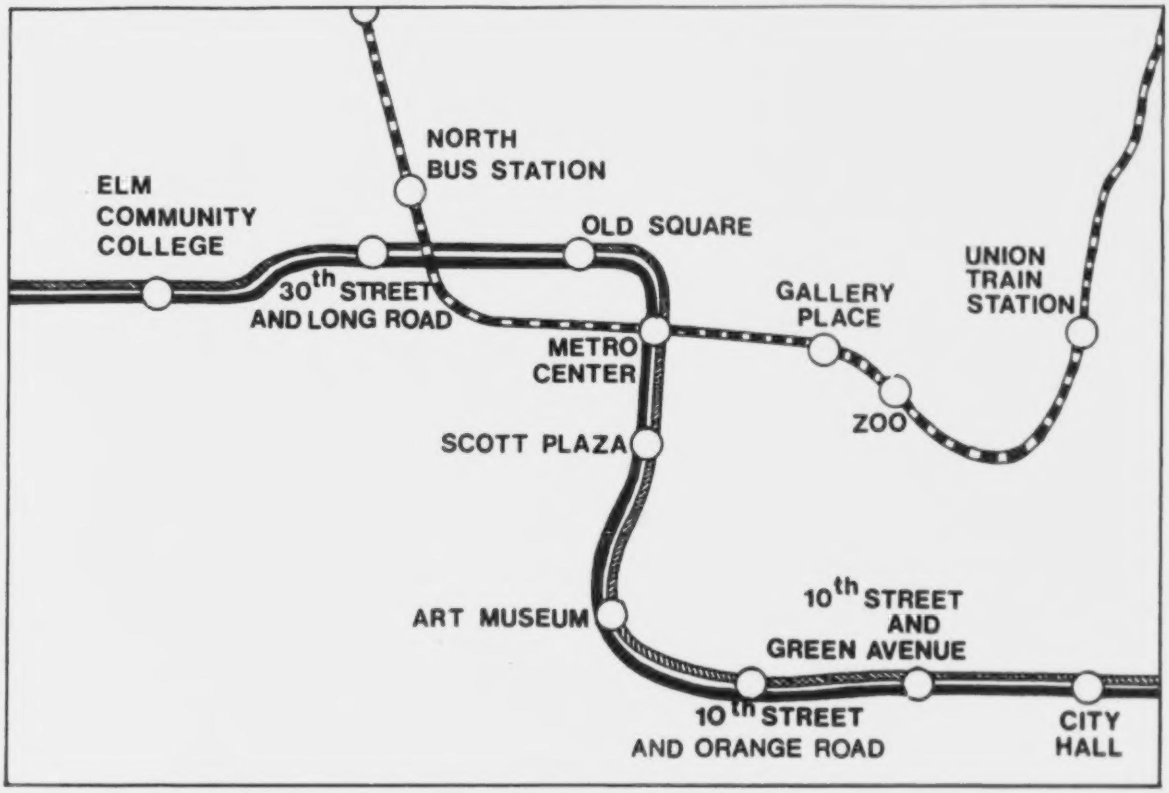
Appendix : 3

SUBWAY MAP


NORTH
BUS STATION
ELM
COMMUNITY
COLLEGE
OLD SQUARE
30th STREET
AND LONG ROAD
UNION
TRAIN
STATION
GALLERY
PLACE
METRO
CENTER
ZOO
SCOTT PLAZA
ART MUSEUM
10th STREET
AND
GREEN AVENUE
10th STREET
AND ORANGE ROAD
CITY
HALL

FARE: 65¢

OPERATING HOURS: 5:00 A.M. - 1:00 A.M.

▬ RED LINE

▬ GREEN LINE

▬ BLUE LINE

WISE SHOPPER (Part 1)

When you read newspaper advertisements, you can find out which items are the "best buys" each week. Look at the sample newspaper advertisements on the other page and answer these questions:

1. Where do you get the better buy for hamburger meat?

   ____

2. At which store are bananas cheaper?

   ____

3. What is the best way to buy chicken: whole or in parts?
   At which store are the prices for chicken cheaper?

   ____

4. How many quarts are in a half gallon?

   ____

5. At which store do you get the better buy for apple juice?

   ____

6. Is it cheaper to buy milk in a container or to buy dry milk?

   ____

7. How many pints are in a quart?

   ____

8. Is it cheaper to buy cooking oil in a quart bottle or a pint bottle?

   ____

9. How many ounces are in a pint?

   ____

10. Is it cheaper to buy rice in the 5 pound bag or the 10 pound bag?

    ____

11. At which store are most prices cheaper?

    ____

12. Which is a better buy--peanut butter in the 18-ounce jar or in the 30-ounce jar?

    ____

13. At which store do you get the best price for fish sauce?

    ____

Appendix : 3

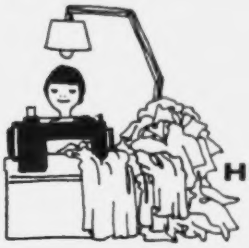
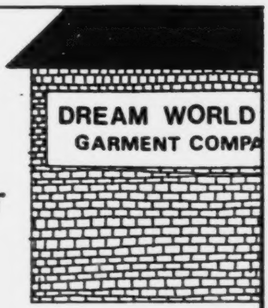
WISE SHOPPER (Part 2)

ALOHA MARKET

Item	Weight	Price
Chicken parts		1.90/lb.
Hamburger Meat		.99/lb.
Lettuce		.79/ea.
Cantaloupe		.89/ea.
Apples		.69/lb.
Bananas		3lbs./$1.00
Cooking Oil	1½ qt. bottle	2.49
Beans	1 lb. can	.53
Peas	1 lb. can	3/1.00
Carrots	1 lb. can	.39
Apple Juice	½ gallon	1.99
Fish Sauce		1.29
Peanut Butter	18 oz. jar	2.85
Butter	1 lb	2.00
Dry Milk	10 qts.	2.99
Rice	5 lb. bag	2.39

SAVE MARKET

Item	Weight	Price
Hamburger Meat		.89/lb.
Whole chicken		.99/lb.
Apples		.55/lb.
Pears		6/.59
Bananas		.20/lb.
Lettuce		3/2.00
Rice	10 lb. bag	5.40
Cooking Oil	1 qt. bottle	.90
Beans	2 lb. can	1.00
Peas	1 lb. can	.20
Fish Sauce		1.15
Peanut Butter	30 oz. jar	3.75
Margarine	1 lb.	.89
Milk	1 gallon	2.00
Apple Juice	1 qt.	1.05

MO PHANY IS A  **HE WORKS AT** 

HE GETS PAID **ONCE A WEEK.**

THIS IS HIS PAYCHECK.

9174
$\frac{36}{100}$

DREAM WORLD
GARMENT COMPANY

July 12 19 86

PAY TO MO PHANY

THE SUM OF TWO HUNDRED TWENTY EIGHT $\frac{02}{100}$ $ 228.02

BIG WHEELS
SAVINGS BANK
PROVIDENCE , R.I.

Weekly Pay Check

DREAM WORLD
GARMENT COMPANY

15 BLUE STREET
WOONSOCKET, R.I. 02895

DEPT	EMP.	EMPLOYEE NAME		SOC. SECURITY NO.	ACCOUNT	CHECK NO.	W E DATE
502	1271	MO PHANY		037526872	202040	109016	07 12 86

HOURS WORKED					DOLLARS EARNED					
REG. HRS.	O.T. HRS.	MISC. HRS.	HOL. HRS.	SICK HRS.	REG. DOLLARS	O.T. DOLLARS	MISC. DOLLARS	HOL. DOLLARS	SICK DOLLARS	OTHER DOLLARS
4400	400				24928	1133				

GROSS TOTAL	TAXES WITHHELD					OPT. DED	NET PAY
	FED. INCOME TAX	F.I.C.A.	STATE A	STATE B	STATE C	TOTAL	
26061	960	1766	260		313		228 02

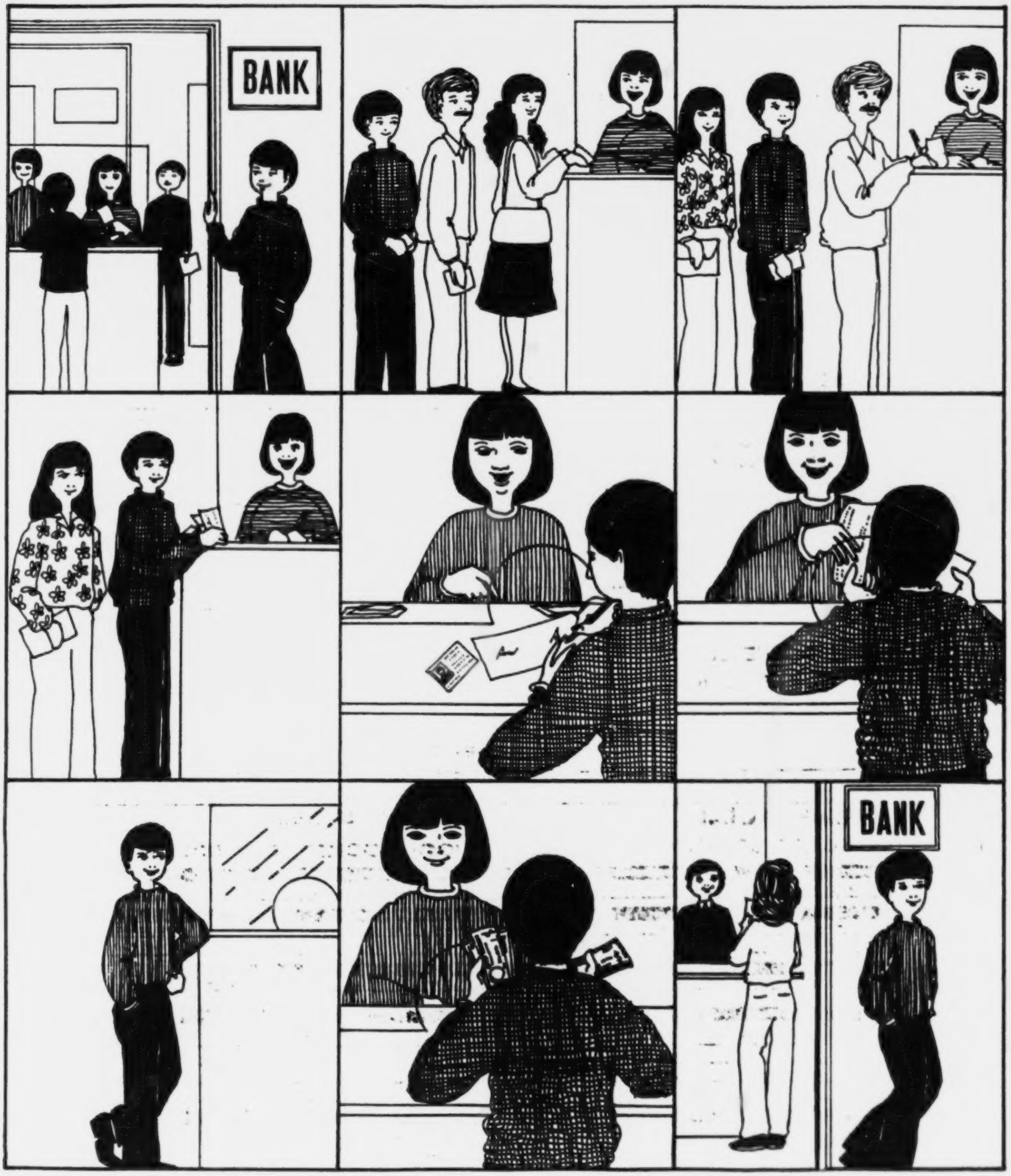
OTHER DEDUCTIONS WITHHELD									
BLUE-X	BONDS	SAVINGS	INS	U/F	MISC	OP-1	OP-2	OP-3	OP-4

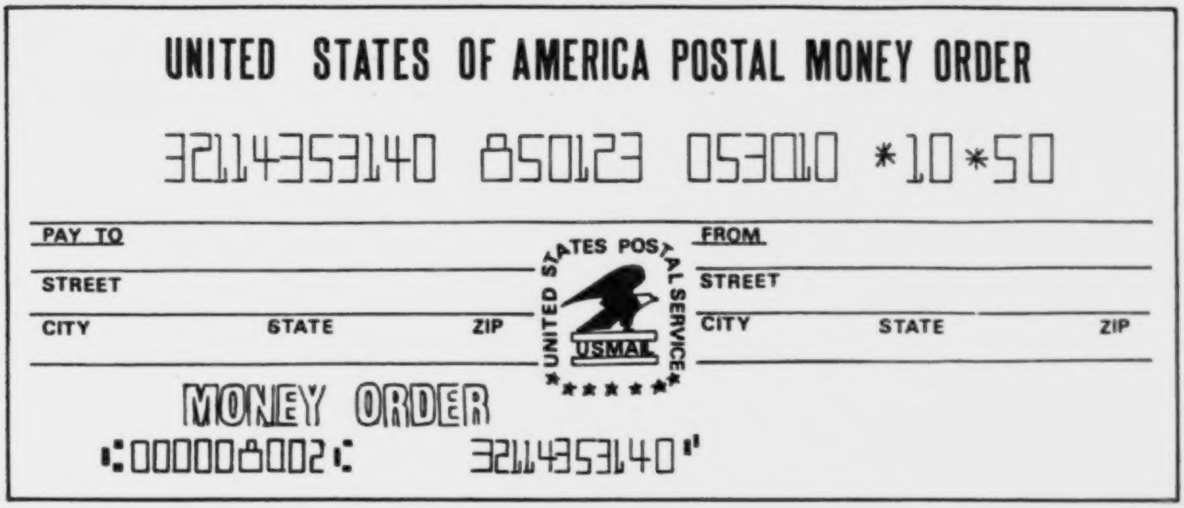
YEAR TO DATE										
REG. HRS.	O.T. HRS.	REG. DOLLARS	O.T. DOLLARS	OTHER DOLLARS	GROSS	FED. INCOME TAX	F.I.C.A.	STATE A	STATE B	STATE C
90000	2100	502515	5960	7796	516271	13462	34587	3444		6194

STATEMENT OF EARNINGS & DEDUCTIONS

Appendix : 3

CASHING A CHECK





UNITED STATES OF AMERICA POSTAL MONEY ORDER

32114353140 850123 053010 *10*50

PAY TO

STREET

CITY STATE ZIP

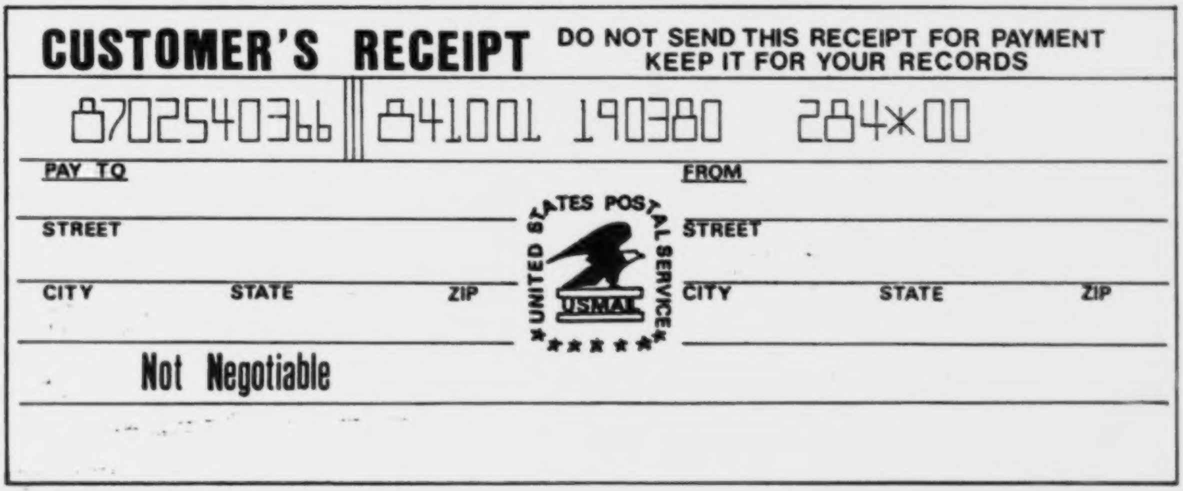
FROM

STREET

CITY STATE ZIP

MONEY ORDER

000008002 32114353140



CUSTOMER'S RECEIPT

DO NOT SEND THIS RECEIPT FOR PAYMENT
KEEP IT FOR YOUR RECORDS

8702540366 841001 190380 284*00

PAY TO

STREET

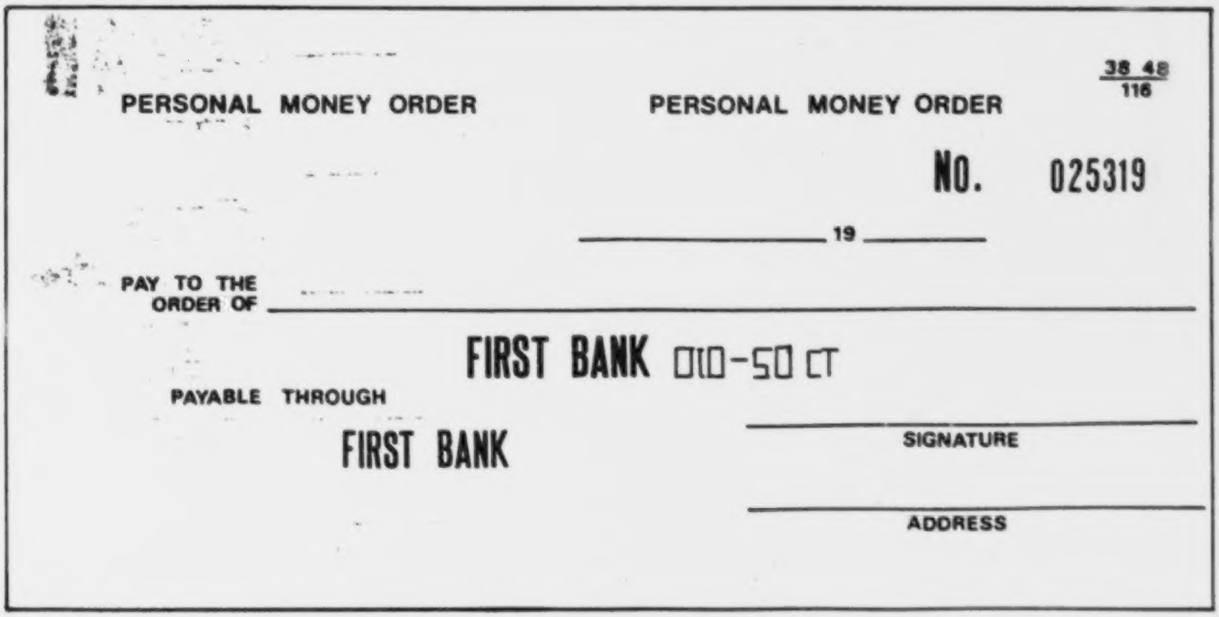
CITY STATE ZIP

FROM

STREET

CITY STATE ZIP

Not Negotiable



PERSONAL MONEY ORDER PERSONAL MONEY ORDER

38 48
116

NO. 025319

______________ 19 ______

PAY TO THE ORDER OF ______________________

FIRST BANK 010-50 CT

PAYABLE THROUGH

FIRST BANK

____
SIGNATURE

____
ADDRESS

Appendix : 3

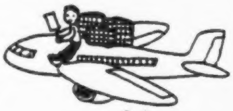
ONE MONTH FAMILY BUDGET

INCOME $ ______________________________

NUMBER OF PEOPLE IN HOUSEHOLD ________________

1. RENT $______

2. ICM LOAN REPAYMENT $______



3. ELECTRICITY $______

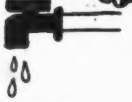
4. GAS $______

5. TELEPHONE $______

6. FOOD $______

7. CLOTHING $______

8. WATER $______



9. TRANSPORTATION $______

10. ENTERTAINMENT $______

TOTAL $______

BALANCE $______

Appendix: 3

SKILLS IDENTIFICATION: THINGS I HAVE DONE

✓ Three different jobs or activities I have done*

SKILLS	1	2	3
USING HANDS: operating machines or tools			
USING MIND: problem solving, remembering, comparing			
USING WORDS: speaking, reading, writing			
CREATIVITY: inventing, experimenting			
NUMBER SKILLS: counting, adding			
USING SENSES: feeling, observing, examining			
PERSUASION: changing someone's idea			
FOLLOW THROUGH: following instructions			
ARTISTIC ABILITY: music, painting			

* Check the skills you used for each job or activity.

Appendix : 3

SOCIAL SECURITY

ID CN DO

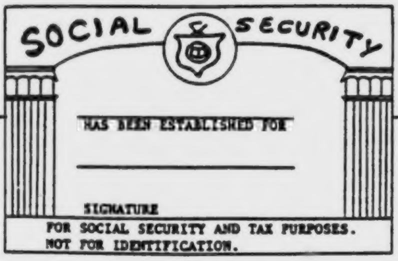
APPLICATION FOR A SOCIAL SECURITY NUMBER B79

1	PRINT FULL NAME YOU WILL USE IN WORK OR BUSINESS	First Name	Middle Name	Last Name

2	PRINT FULL NAME GIVEN YOU AT BIRTH	6	YOUR DATE OF BIRTH
3	PLACE OF BIRTH CITY COUNTRY STATE	7	YOUR PRESENT AGE
4	MOTHER'S FULL NAME AT HER BIRTH	8	YOUR SEX MALE ☐ FEMALE ☐
5	FATHER'S FULL NAME	9	YOUR COLOR OR RACE WHITE ☐ NEGRO ☐ OTHER ☐

10	HAVE YOU EVER BEFORE APPLIED FOR OR HAD A UNITED STATES SOCIAL SECURITY RAILROAD OR TAX ACCOUNT NUMBER?	NO ☐	DON'T KNOW ☐	YES ☐
11	YOUR MAILING ADDRESS	(CITY)	(STATE)	(ZIP CODE)

12	TODAY'S DATE	14	NOTICE
13	TELEPHONE NUMBER		Sign YOUR NAME HERE. Do not print.


SOCIAL SECURITY
HAS BEEN ESTABLISHED FOR
SIGNATURE
FOR SOCIAL SECURITY AND TAX PURPOSES.
NOT FOR IDENTIFICATION.

Return completed application to nearest SOCIAL SECURITY ADMINISTRATION OFFICE

Appendix : 3

(SIMPLE)

APPLICATION FORM

DATE ____________________

POSITION ________________

NAME ____
(LAST) (FIRST)

SOCIAL SECURITY NUMBER __________

TELEPHONE NUMBER ______________

ADDRESS ____
(STREET)

____
(CITY) (STATE) (ZIP CODE)

PREVIOUS JOB ____

____

EDUCATION ____
(SCHOOL NAME) (HOW MANY YEARS?)

SIGNATURE ___________________________

Appendix : 3

APPLICATION FORM

DATE ______________

POSITION ______________

NAME ______________________ (LAST) ______________________ (FIRST)

PERMANENT ADDRESS ______________________ (NO. AND STREET) ______________ (CITY)

______________________ (STATE) ______________________ (ZIP CODE)

SOCIAL SECURITY NUMBER ______________________

PHONE: ______________________

U.S. CITIZEN: YES ___ NO ___ IMMIGRATION STATUS ______________

IN CASE OF ACCIDENT, NOTIFY ______________________

ADDRESS ______________________ PHONE: ______________

EDUCATION	NAME&LOCATION	YEARS	DATE GRADUATED	SUBJECTS STUDIED
GRAMMAR SCHOOL				
HIGH SCHOOL				
OTHER				

PREVIOUS JOB ______________________ DUTIES: ______________________

____

PREVIOUS JOB ______________________ DUTIES: ______________________

____

REFERENCES:

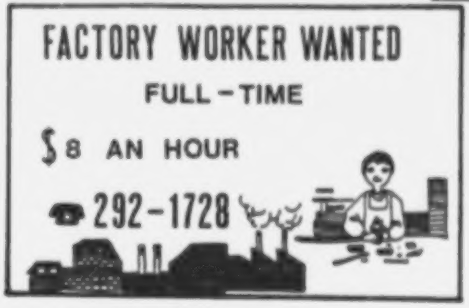
NAME	ADDRESS	OCCUPATION

I certify that I have stated the truth
on this application form.

____
(SIGNATURE)

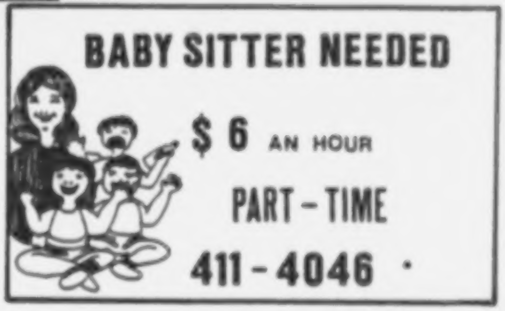
Appendix : 3

SIMPLIFIED ADS



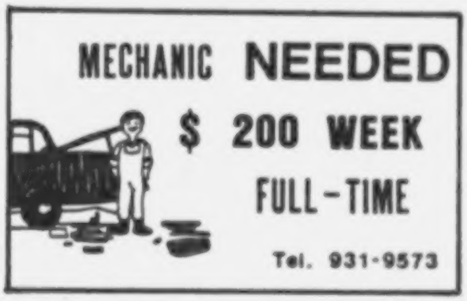
FACTORY WORKER WANTED
FULL – TIME
$8 AN HOUR
☎ 292–1728

1. WHAT IS THIS JOB ?



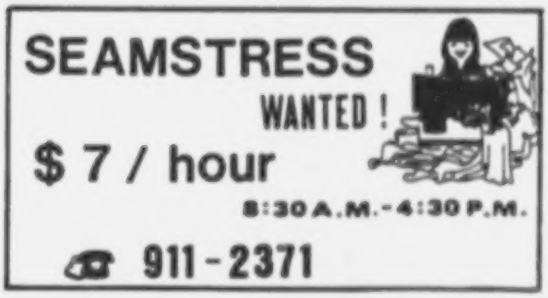
BABY SITTER NEEDED
$ 6 AN HOUR
PART – TIME
411 - 4046

2. WHAT IS THE TELEPHONE NUMBER ?



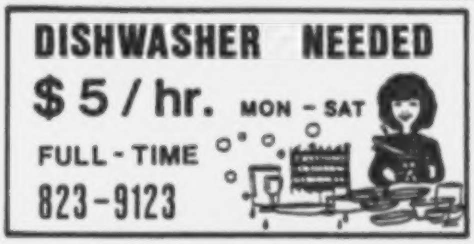
MECHANIC NEEDED
$ 200 WEEK
FULL–TIME
Tel. 931-9573

3. WHAT IS THE SALARY ?



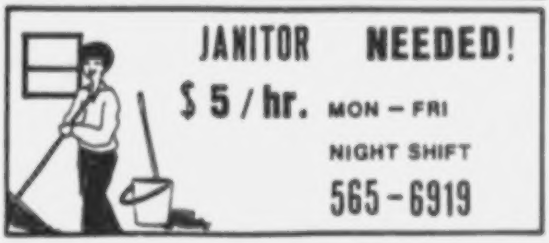
SEAMSTRESS
WANTED !
$ 7 / hour
8:30 A.M.-4:30 P.M.
☎ 911 - 2371

4. WHAT HOURS DO YOU WORK ?



DISHWASHER NEEDED
$ 5 / hr. MON – SAT
FULL - TIME
823–9123

5. WHAT DAYS DO YOU WORK ?



JANITOR NEEDED!
$ 5 / hr. MON – FRI
NIGHT SHIFT
565 – 6919

6. HOW MUCH DO YOU GET PAID ?

Appendix : 3

HELP WANTED
ADVERTISEMENT ABBREVIATIONS

min. = minimum or minimal

exp. or exper. = experience

no exp. nec. = no experience necessary

P/T, p.t. or pt time = part-time

F/T, f.t. or fl time = full-time

perm. = permanent

temp. = temporary

mech. = mechanic

mgr. = manager

clk. = clerk

opr. = operator

trn. = trainee

asst. = assistant (helper)

appli. = application

appt. = appointment

co. = company

drv. lic. = drivers license

gd. = good

lic. = license

M/F = male or female

ref. = references

sal. = salary

req'd = required

pref. = preferred

grad. = graduate

H.S. = high school

bldg. = building

rm. = room

tel. = telephone

ext. or X = extension (telephone)

min. wag. = minimum wage

per hr. = per hour

per mo. = per month

hrly. = hourly

wkly. = weekly

mthly. = monthly

yrly. = yearly

wkdys. = weekdays

eve. = evenings

a.m. or AM = morning

p.m. or PM = afternoon or evening

hvy. = heavy

lt. = light

eqpt. = equipment

lv. = leave

ben. = benefits

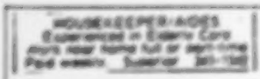
& = and

$ = dollars

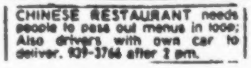
+ = plus

Appendix : 3

HELP WANTED ADVERTISEMENTS



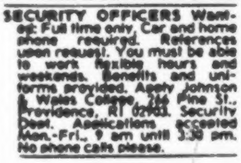
1. What type of experience do you need to do this job?
2. Is this a part-time or full-time job?
3. What does "Elderly Care" mean?
4. How often do they pay?
5. If you are interested in this job, what should you do?



CHINESE RESTAURANT needs people to pass out menus in town; Also drivers with own car to deliver. 939-3766 after 2 pm.

1. What skills do you need to be able to do this job?
2. What kind of transportation do you need?
3. When should you contact the restaurant about the job?

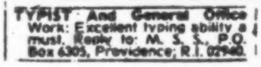
1. What does "experienced preferred" mean?
2. If you do this, can you go to school at night? Why or why not?
3. Where can you apply for this job?
4. How could you find this restaurant's telephone number?



SECURITY OFFICERS Wanted: Full time only. Car and home phone required. References upon request. You must be able to work flexible hours and weekends. Benefits and uniforms provided. Apply Johnson & Wales College, 266 Pine St., Providence, RI 02903. Security Dept. Applications accepted Mon.-Fri., 9 am until 3:30 pm. No phone calls please.

1. How many hours would you work?
2. Why are a car and home telephone required?
3. Do you need to have references?
4. If you need to go to school on the weekends, can you take this job?
5. Will they accept applications on Tuesday at 4:00 P.M.?
6. What time should you call for more information?

1. What does "part-time" mean?
2. How can you apply for this job?
3. You attend school at 4:00 P.M. What time should you go to apply for this job?
4. How can you contact them for more information?



TYPIST And General Office Work: Excellent typing ability a must. Reply to: M. S. S., P.O. Box 6305, Providence, R.I. 02940.

1. What specific skill do you need to do this job?
2. How could you apply for this job?
3. Do you need to make an appointment to apply for this job?
4. What is the mailing address?

Appendix : 3

DREAM WORLD GARMENT COMPANY

EMPLOYMENT CONTRACT

1. The working day is from 8 A.M. to 5 P.M. Employees are expected to be ready for work at 8 A.M. All employees should sign in upon arrival and sign out at 5 P.M.
2. Lunch break is 45 minutes. There are two 10-minute coffee breaks, one in the morning and one in the afternoon. Employees should check with their supervisor before taking a coffee break.
3. After working with the company for 1 year, employees will be given a paid vacation of 10 days (working days). Vacations must be scheduled 6 weeks in advance. Vacation times are approved by the supervisor.
4. Dream World Garment Company is a union company. The union is the National Federation of Garment Workers. The union dues are $8 per month. This money is subtracted from the employee's paycheck. The amount is recorded on the check stubs.
5. When an employee is sick and unable to come to work, he/she will receive pay up to 10 sick days per year. Employees who cannot come to work must give notice to the supervisor. Notice of sickness must be given before 7 A.M. or earlier, if possible. The supervisor may ask for a doctor's notice after an employee is absent for sickness.
6. The work week is Monday through Friday, 40 hours per week. The starting pay is $3.50 per hour. Overtime is optional. An employee who agrees to work overtime will be paid at 1½ times the hourly rate. Increases in the hourly rate are granted after 6 months, 1 year, 2 years, according to agreement with the union.
7. Employees must give 2 weeks' notice when leaving employment. Notice should be given to the supervisor in writing.
8. The company belongs to the Blue Cross health insurance plan. Employees may join the group health insurance for $17.00 per month. Employees who join the health insurance plan will have the amount subtracted from their paycheck. The amount is recorded on the check stub.
9. Employees are offered a 20% discount on all Dream World Garment Company products.

If you agree with the terms of the contract, please sign below.

_________________________ _________________________

(Signature) (Date)

Appendix : 3

TRAVEL LOAN NOTE

AMOUNT OF LOAN NOTE __________ US DOLLARS

I (We) ____________________________, __________, ____________________________ ____________________________, __________, ____________________________, acknowledge that at my request the Intergovernmental Committee for European Migration, now designated Intergovernmental Committee for Migration (ICM), with funds originally made available by the United States Government, has paid for the expenses associated with my (our) transportation and related processing services from ______________________ to the United States, I (We) agree that ICM's payment of these expenses represents a ____________US dollar loan to myself (ourselves) from ICM, for collection by the following refugee resettlement agency, ____ or such other entity, including the United States Government, as is subsequently designated by ICM. Hereinafter in this note the named refugee resettlement agency or such other entity designated by ICM shall each be considered the "designated agency."

I (We) agree to repay this ICM loan through regular payments made to the designated agency within forty-two (42) months after my (our) arrival in the United States or within the time schedule agreed upon with ICM or the designated agency. The obligation to repay this loan will remain until the full amount of the loan note specified above has been received by the designated agency. Unless otherwise notified by ICM or the designated agency, loan payments shall be made to __________ ______________________, located at __________________________. The monthly amount of US dollars to be paid is ______________ and is based on a payment schedule established by ICM considering the total amount owed and the number of people receiving transportation services. I (We) agree to pay this amount without interest, in monthly installments on the first day of each month, with the first installment to be paid no later than six (6) months after my (our) arrival in the United States.

I (We) agree to keep the designated agency informed of my (our) address(es) after arrival in the United States until such time as this loan is repaid in full. I (We) understand that it is my (our) responsibility to inform the designated agency in writing if, because of financial hardship, I am (we are) unable to comply with the payment schedule and terms established in this note. At its option and upon my (our) written request, ICM, through the designated agency, may extend and/or modify the payment schedule of this loan. Such an extension or modification will not take effect until confirmed in writing by ICM, through the designated agency.

I (We) agree that if I (we) fail to make full payment within forty-two (42) months after arrival in the United States or if any monthly payment on this note remains unpaid and past due for four (4) months or more, and I (we) have not received a written extension or modification of the payment schedule in accordance with paragraph 3. above, the designated agency may so inform ICM.

In addition, if I (we) fail to make full payment within forty-six (46) months after arrival in the United States or if any monthly payment on this note remains unpaid and past due for four (4) months or more, and I (we) have not received a written extension or modification of the payment schedule in accordance with paragraph 3. above, I (we) agree that ICM may declare in writing that the loan is in default, accelerate payment and demand immediate repayment of the entire unpaid indebtedness including charges, if any, for my (our) failure to make the scheduled repayments. I (We) agree that I (we) may be required to pay all attorney's fees and other collection costs and charges associated with collecting on this loan.

Appendix : 3

I (We) understand that ICM may request the assistance of the United States Government or any other designated entity in collecting this loan at any time after any monthly payment is past due and owing and I (we) have not received a wrjtten modification or extension of the payment schedule in accordance with paragraph 3. above. I (We) also agree that all legal means may be used to collect any amounts owing on the loan for which a written modification or extension has not been received.

I (We) agree that, in the event that ICM has declared this loan note to be in default it may choose at its option, and without limitation on other actions it may take, to refer this note to the United States Government for collection or to assign this note to the United States Government. Whether the note is assigned or referred to it for collection, the United States Government may use all legal means to collect amounts past due and payable. I (We) also agree that in the case of an assignment to the United States Government, the United States Government may charge interest from the date of assignment at a rate established by United States federal law on the entire unpaid indebtedness.

In the event ICM declares this note to be in default, any payments received in accordance with this note will be credited as of the date received, first, to any interest which may be imposed in accordance with paragraph 6 above and, second, to the outstanding principal sum, including any costs which may have been imposed in accordance with this note.

If any monthly payment is past due and owing and I (we) have not received a written extension or modification in accordance with paragraph 3 above, I (we) understand that this fact and other relevant information may be reported to a consumer reporting agency, credit bureau organization, or to an agency of the United States Government.

I (We) agree that this note shall be governed by the laws of the District of Columbia and that any actions with respect to this note shall be heard in a court of competent jurisdiction within the United States.

Each of the undersigned hereby accepts full responsibility for the repayment of the total funds provided under the conditions outlined above.

Signed	Names (Printed)	Address in the United States

DATE ______________________

WITNESSED ______________________ DATE ______________________

LETTERS FROM REFUGEES:

ESL IN THE U.S.

a. "I've been studying for two weeks now. In my class there are no Khmer, but there are Chinese and Vietnamese for me to speak my poor English with. It would be impossible for me to understand the teacher at all if I hadn't studied English in Thailand because the teachers here speak so fast..."

Khmer man (West Valley, Utah)

b. "Now I register my name in ESL...because I can't write good. I can say good now. I will study grammar and read newspaper."

Vietnamese man (Brooklyn, New York)

c. "I still study ESL at the church every morning. There are only ten women in the class now. One teacher watches the babies and one teaches us English. I wish the class was longer than two hours every day."

Lao woman (San Diego, California)

d. "Now I study ESL. In my class there are a few Khmer and the rest are Spanish, Vietnamese and Africans."

Khmer man (Boston, Massachusetts)

e. "I have to study from 6:00 to 9:00 at night because I have a job during the day. There are about 40 people in my ESL class. Sometimes we are all so tired and the teacher is frustrated."

Vietnamese woman (San Diego, California)

Appendix : 4

LETTERS FROM REFUGEES

PUBLIC ASSISTANCE

a. "...My wife passed the exam to study in a nurse re-training program...I hope when she has a job as a licensed practical nurse with a better salary then I can work only part-time and spend most of my time working to finish my computer program...I think that when my family escapes from welfare assistance I will have real happiness. Now I feel inferior when a cashier looks down at my wife and when we buy food with food stamps. I know that food stamps are only a temporary part of my life, but still I can't help being depressed. When I get to thinking about my feelings I tell myself, 'Sit down, forget it and study."

Vietnamese man (Honolulu, Hawaii)

b. "...America has a lot of jobs if we don't choose too carefully. I tell you that because I would like you to teach your students to not expect welfare. We have to look for a job immediately, and we can study in the evenings. You know, I feel very very shy because some refugees don't like to work. They get welfare, buy a car; they use food stamps to buy groceries and they take money to drink. A few bad examples make the American people hate and look down on all of the refugees. They hate us because the welfare money comes from their taxes. Please tell your students how bad."

Khmer man (Bellflower, California)

c. "...The fact of the matter is that getting welfare is not pleasant. There are many complicated things that you are bound to follow regarding your housing, owning a car, depositing money in the bank, working, etc. I have a single friend who got welfare for two months. It was not enough for him to pay the rent, eat, have pocket money and send presents home to help his family. At last he decided not to get welfare any longer and got a job. Since then he has earned two or three times as much as the welfare each month and learned ESL at night class."

Vietnamese man (San Jose, California)

d. "In America, if we get a job we can buy anything we like. If you are on welfare you will only have money for food and rent. Using other people's money is one thing that I don't like. I feel uneasy about it and also Americans don't like us to stay on welfare for a long time."

Lao man (Amarillo, Texas)

WELFARE RIGHTS AND RESPONSIBILITIES

An eligibility worker will discuss the details of each program with the applicant. When first applying for public assistance, applicants should bring their social security numbers, I-94 cards and any paycheck stubs, utility bills or rent receipts. Usually, all family members must be present at the initial interview.

It is very important to understand the rights and responsibilities involved in receiving public assistance. With all of the people and paperwork involved in the welfare system, things do go wrong sometimes. At the interview, applicants may be asked to read a list of rights and responsibilities and be asked to sign the paper in agreement. There might not be a translator provided.

Some General Rights:

1. To apply for any of the programs offered in the applicant's area.
2. To request aid and services without regard to the applicant's race, religion or national origin.
3. To request a "Hearing" if one does not agree with a decision to reduce or discontinue one's aid.
4. To choose one's own living arrangement.

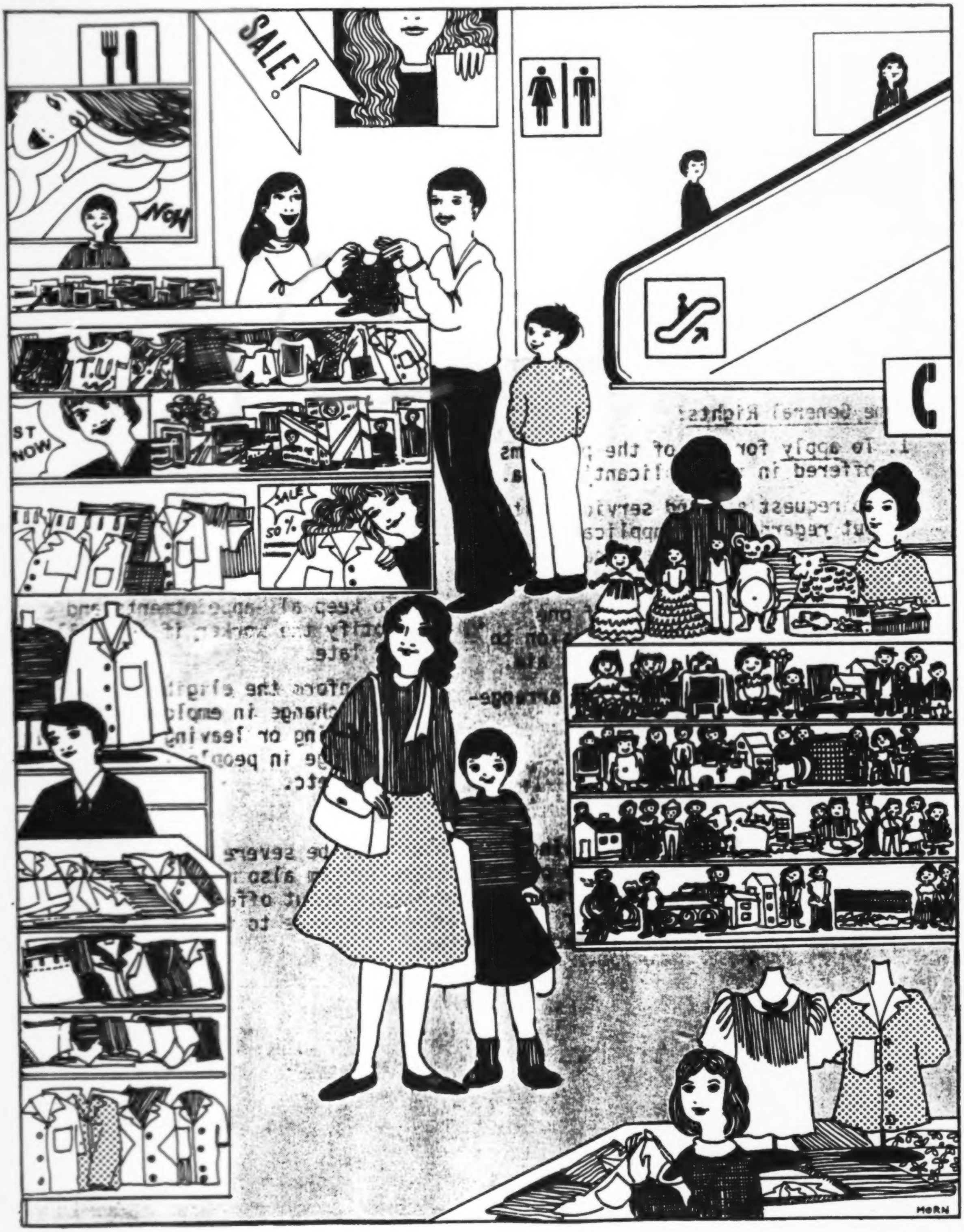
Some General Responsibilities:

1. To provide the eligibility worker with all requested information necessary to determine eligibility for assistance, at the initial interview and whenever requested thereafter.
2. To keep all appointments and notify the worker if one will be late.
3. To inform the eligibility worker of a change in employment (starting or leaving a job), of a change in people in the household, etc.

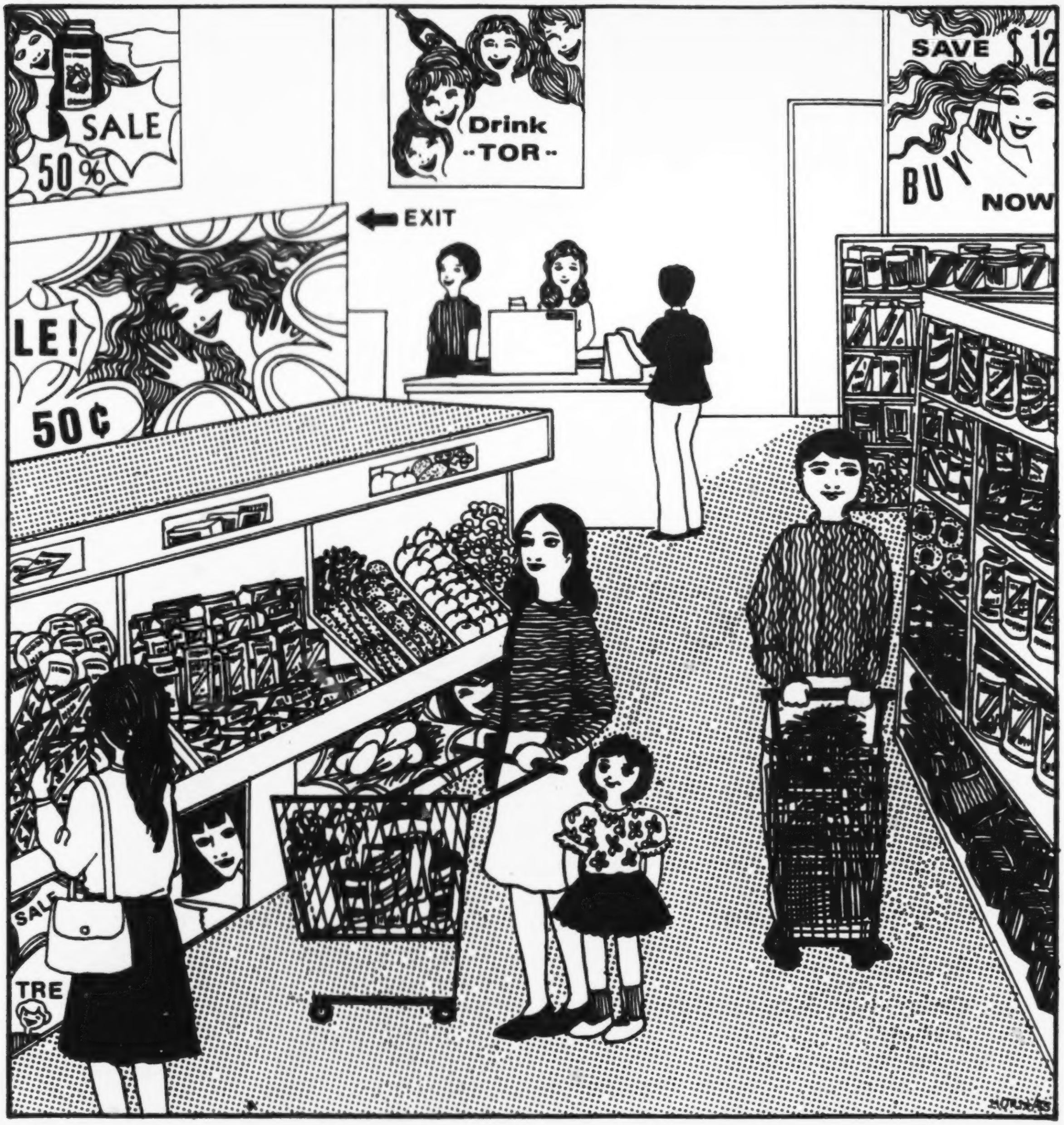
*** Consequences of not following the "rules" can be severe (going to jail; paying back money). Abuse of the welfare system also makes the general public and the government more uncomfortable about offering these services. They may prefer to give less assistance to future refugees because of those who abused the system.

Appendix : 4

INSIDE A DEPARTMENT STORE


SALE!
NOW
T.U.
ST NOW
SALE
50%
HORN

INSIDE A SUPERMARKET


SALE
50%
Drink
-TOR-
SAVE $12
BUY
NOW
EXIT
LE!
50¢
SALE
TRE

TEACHER INFORMATION: APPROPRIATE CLOTHING

Americans dress differently according to different
climates and different social situations.

Clothing at work:

a. Blue jeans are usually not acceptable for office work, but may be worn for factory and entry-level jobs.
b. Women can wear pants to work (usually).
c. Flip-flops are usually not worn to work. Nice sandals are sometimes worn in the spring or summer.
d. Clean, neat, appropriate clothing is essential to make a good impression at a job interview.

Parties:

a. Before deciding what to wear to a party, it is important to find out if it is a casual or formal affair. Then, ask a friend who is going, or the person who is giving the party for suggestions about what to wear.
b. For a formal party, especially with your sponsor, you may want to wear your traditional national dress. Many Americans find this attractive and will want to learn more about your culture.

Outdoors/Recreation:

a. Both men and women in the U.S. wear pants, shorts, t-shirts and sandals or flip-flops for recreation.
b. Even when it's hot, children should always be clothed, even if only with a diaper.
c. Many restaurants and stores will not allow customers to enter wearing no shoes or no shirt or wearing bathing suits.

In the U.S., people wear black for funerals and light colors at weddings.

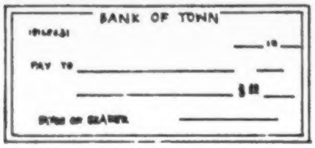
Spring/Summer Clothes:

a. Casual lightweight clothes.
b. Sandals.
c. T-shirts and shorts.
d. Most clothing is made from cotton or synthetics. Dress is to keep cool. Most Americans will not carry an umbrella to shade them from the sun.

Fall/Winter Clothes:

a. Americans wear a lot of clothes in order to stay warm: socks, shoes or boots, coat, scarf, hat, gloves, and sometimes long underwear.
b. Dressing warmly will help you avoid getting sick and will also reduce your home heating bills because you can turn the thermostat down.
c. Layering clothes is more effective for staying warm than just wearing 1 piece of heavy clothing.
d. A hat is very important in staying warm because a large amount of body heat is lost through the head.

USING CHECKS



When a person opens a checking account he or she receives personal checks (checks with that person's name and address printed on them arrive a few weeks later), a check register and account deposit slips.

A person uses a check by:

- * filling out the information on the check clearly and completely.
- * signing the check in the appropriate place.
- * giving or mailing the check instead of paying with cash.
- * recording the information in his or her check register to be sure there is enough money in the account.

To deposit money into a checking account, a person completes a checking account deposit slip and gives that form and the money to a bank teller. The person must also record the deposit amount in his or her check register.

Appendix : 4

LETTERS FROM REFUGEES

BUDGETING

a. "Budgeting is an important part of American life. If we don't budget our money the salary will not be enough to pay the monthly bills for telephone, housing, power, gasoline, etc."

Vietnamese man (Houston, Texas).

b. "Everything in Los Angeles is very expensive and the cost of living is high. So I don't like to spend money going to the movies. Usually I only watch the color T.V., listen to music or read a novel."

Lao woman (West Covina, California).

c. "I'm staying at my sponsor's house and I have to pay $250 per month for room and board, while in total I will get only $180, so I really don't know how to manage it. I'll be somewhat in debt...I don't dare to buy anything except some primary needs like $5 for stamps for sending letters to friends, and also I've bought paper, envelopes and cigarettes. As far as clothes go, I've contented myself with some old clothes. I don't dare buy a pair of shoes."

Vietnamese man (San Diego, California).

I-94 CARD

WARNING

A nonimmigrant who accepts unauthorized employment is subject to deporation.

IMPORTANT

Retain this permit in your possession. You must surrender it when you leave the U.S. Failure to do so may delay your entry into the U.S. in the future.

ADMISSION NUMBER

Family Name (Surname) ....
First Name (Given Name) ....

Date of Birth
.../.../.../

Country of citizenship ....

See reverse side for other information

U.S. IMMIGRATION AND
NATURALIZATION SERVICE

I-94 DEPARTURE RECORD

staple
here

IMPORTANT NOTICE

You are authorized to stay in the U.S. only until the date written on this form. To remain past this date, without permission from immigration authorities, is a violation of law.

SURRENDER THIS PERMIT WHEN YOU LEAVE THE UNITED STATES

- By sea or air, to transportation line.
- Over Canadian border, to Canadian Official.
- Over Mexican border, at the designated location.

RECORD OF CHANGES

DEPARTURE RECORD

Port:
Date:
Carrier:
Flight No./Ship Name:

A-25-377-XXX (XXXX) XX-XXXXX (City & State)

Appendix: 4

REFUGEE IMMIGRATION STATUS

While people have an I-94 card, they are classified as refugees. After residing in the U.S. for one year, a refugee may apply to become a permanent resident alien. The application should be made at the nearest immigration office. Resettlement volags can help refugees apply. The immigration officer may request that people bring a sworn statement from their local police department verifying that they have not committed any crimes within the past year. Once a person becomes a permanent resident alien (PRA), he or she will receive another document to replace the I-94 card. This new card is called a "green card," though it is not green!

In order to apply to become a U.S. citizen, a person must have been in the U.S. at least five years. Many immigrants choose to become U.S. citizens. Others do not. To apply for citizenship people must be able to read, write and speak and understand simple English and have some knowledge of U.S. history and government. (Adult schools often offer classes to prepare immigrants to apply for citizenship.)

As a citizen, a person is entitled to vote, become an elected government official, hold a U.S. passport and have jobs that only citizens are allowed to have. Other than those special advantages, citizens, refugees and permanent resident aliens have the same basic rights and responsibilities. All legal residents of the U.S. can own property, can get a driver's license, can go to school, can work, can travel abroad with proper documents, must obey the laws, etc.

JOB INTERVIEW QUESTIONS

The Interviewer might ask:

Small Talk

- How are you?
- Did you have any trouble finding the office?
- Where are you from?
- How long have you been in (city)?
- Why did you leave your country?
- How many people are in your family?

The Applicant Can Ask:

- What are the specific job duties?
- Is there some training offered on the job?
- What shift would I work?
- How many people work in that (section/shift)?
- What is the starting salary?
- Would I have a chance to work overtime?
- Can you tell me what the hours would be? (What hours would I work?)
- Does this company have a union?
- Is there a cafeteria here or should I carry my lunch?
- When will you decide who to hire?
- Should I call you? When?

Job Questions

- What can I do for you?
- What job are you applying for?
- Do you have any experience in this type of work?
- Did you go to school? How many years? What did you study?
- Tell me about yourself.
- Describe the work you did on your last job.
- Why did you leave your last job?
- What tools or equipment can you use? Can you use a (_____)? Do you have a driver's license? Can you (read and follow a diagram, measure accurately, etc.)? Can you lift heavy objects?
- How is your health? Do you have any disabilities or handicaps?
- What would you do if....?
- How long do you expect to work?
- Are you looking for permanent or temporary/full-time or part-time work? Can you work night shift? Overtime? Would you be able to work on weekends? Do you realize this is seasonal work?
- Are you willing to go through our training program?
- How can you get to work? Do you have a car?
- Why do you think we should hire you?
- Where can I reach you?
- Who are your references?
- When can you start? Can you come in on Monday?

Which of the following questions is illegal to ask at a job interview in the U.S.?

- How old are you?
- Do you plan to have a family?
- What is your height and weight?
- Are you single, married or divorced?

* All of them are illegal!!!

Appendix : 4

LETTER FROM REFUGEES

SPONSORSHIP

a. "Adrian is a small town...The people here are very kind and helpful. I am sponsored by a church committee. They gave us clothes, kitchen utilities, etc. and (cash) to each of us. Unfortunately, because I can speak English they visited us only in the first few weeks and after that I stand on my own two feet."

Vietnamese man (Adrian, Michigan)

b. "My sponsors are members of the ________ _______ Church (including my cousin) in Dayton...The church pays for everything. They have rented this apartment for two months...it is furnished completely and even the utilities are being paid for. The sponsors often ask me: What do you need? Do you need anything else? I always say, "No," because I'm shy to say yes."

Khmer woman (Centerville, Ohio)

c. "In Amarillo, the volag takes care of my family and has helped me find a job. They did not give me...money in cash. The people in the volag have taken that money and used it to buy things for my family. (Another volag), which is not in this town, on the other hand, will give you all of your money and you can buy anything you want by yourself."

Lao man (Amarillo, Texas)

d. "I really regret moving and settling here. My aunt's family gives me limited support and help with my papers--the rest I have to do on my own."

Vietnamese man (San Diego, California)

e. "One thing that I had forgotten to tell you and that I'll tell you now, so that you will not expect too much or count on our relatives too much is this: Our relatives are not the same now as they were before in Cambodia. Now they do not seem so happy to lend a hand."

Khmer man (Los Angeles, California)

f. "We are sponsored by our aunt on our mother's side of the family. She and her husband work, and their children are in school. There is also Grandpa and Grandma. Quite an extended family! We get along perfectly."

Vietnamese woman (Houston, Texas)

g. "My family arrived here in Boulder on September 1st, and three days later I went to work. Now, thanks to the help of my sponsor and my work, I have almost every necessity to start a new life."

Vietnamese man (Boulder, Colorado)

h. "My sponsor didn't pay much attention to me...So I stayed at home for a week doing nothing but eating and sleeping. After a week, I decided that I couldn't stay like that any longer, because I didn't have much money. So, the next day I called the volag...On the next morning someone from the volag took me to apply for welfare..."

Khmer man (Boston, Massachusetts)

Appendix : 4

RESETTLEMENT QUESTIONS AND ANSWERS

1. How does the refugee case allocation procedure work?

The refugee committee of INTERACTION (see Bits and Pieces), made up of representatives of the national volags, distributes refugee cases to the volags. If a relative or other individual has already contacted a volag and requested to sponsor a particular case, that volag will officially "take" that case. Recently, most sponsors have been relatives. Refugees with no close relatives or potential sponsors in the U.S. are assigned to a volag and resettled wherever the volag decides. The volags do not want to resettle refugees in areas which have very large numbers of refugees, unless the person has close relatives in that area.

2. What will hold up final assurance?

Final assurance can be delayed if the volag is having difficulty locating a relative or sponsor. It might also be delayed in cases where a medical assurance is needed from the U.S. if a person will require on-going medical attention after arrival. It may take a while to get this assurance.

3. What are the refugee processing eligibility categories?

Refugee processing eligibility categories are established by INS and are subject to change. In general, the U.S. delegation "who interviews the refugee" is interested in learning if the refugee has any previous association with the U.S. government, a private U.S. company or the refugee's country's previous government. The case worker will also ask about relatives in the U.S., education or skills the refugee has and history of persecution.

4. What is happening to a specific refugee case right now?

Only the appropriate agency can answer questions about specific cases. Teachers should refer students to the relevant agency (e.g. JVA, ICM, etc.) and not attempt to guess at the status of a person's case.

Appendix : 4

SPONSORSHIP QUESTIONS AND ANSWERS

1. How can a relative sponsor a refugee?

   A relative who wishes to sponsor a refugee must apply through a volag. The relative completes biographical data forms (affidavit of relationship) and any other necessary papers. People receiving cash assistance might not be accepted as sponsors for newly-arriving refugees.

2. What is the "resettlement grant" given to volags?

   Each volag is given a cash grant from the U.S. government for each refugee that volag sponsors. The volag is expected to provide or arrange certain services related to the refugee's initial resettlement. The volags decide how they will best use the grant money. Some give cash to the refugees, others provide food and housing and others do a combination.

3. What are some basic responsibilities of sponsors?

   Usually, sponsors meet refugees upon arrival at the airport and provide or make arrangements for the refugees' immediate needs such as housing and food. They also usually help the refugees get oriented to their new community and local resources and services (e.g. Social Security Office, schools, markets).

4. What are some basic responsibilities of refugees?

   While sponsors help with many aspects of initial resettlement, they also expect refugees to do many things on their own (e.g. clean house, go shopping, etc.). Most sponsors and resettlement agencies expect refugees to take a job as soon as they are able. Though they understand that adjustment to life in the U.S. is difficult, and that refugees do need some guidance and assistance, sponsors also feel that refugees should become self-sufficient as soon as possible. Refugees are also responsible for paying back the ICM loan for their airplane ticket.

Resettlement Situations

* K's sponsor is his uncle, B. K is upset because B seems to be busy most of the time with work and school and family responsibilities. K thinks that B should be sentitive to his needs as a new arrival. He thinks his uncle should spend more time taking him around the town helping him to find a job, go shopping, etc.

* C just arrived. Her children, who arrived ten years earlier, sponsored her. She feels that her children have changed too much. They know new people. They dress differently than they did in their homeland. C thinks that even though her children pay attention to her and help her with things they don't show enough respect because the way they look and talk is different from what she remembered.

* M, a young single woman, arrived at the airport in the U.S. Her sponsors, a middle-aged couple, introduced themselves to her. Both the man and the woman hugged and kissed her hello. M felt scared and upset. She didn't want to go home with them.

* P's sponsor is his sister, S. While studying in the refugee camp, P had decided that he wanted to work full-time and study part-time in the U.S. His sister told him that he should collect Refugee Cash Assistance and go to ESL class. P disagreed. He wanted to earn some money and get out in the community. S told P that he was stupid and should listen to her because she had been there longer and because she is his sponsor.

* Members of a church group sponsored X. He and his family felt so grateful to them for being sponsors that they thought they should go to church with the sponsors. X thought the sponsors expected his family to go to church. Even though X and his family practiced a different religion they thought that because many Americans, especially their sponsors, go to church, they should go, too.

* R had been in the U.S. two months. Her sponsors helped her with many things, giving her orientation to the city, enrolling her in school, helping her shop, letting her stay in their house, etc. One day R told her sponsors that she was moving to another state to be with friends. She planned to leave the next day. Her sponsors were shocked and hurt. R was surprised at their reaction.

* T and J were friends in the refugee camp. They were resettled in the same city by different volags. T received more cash than J did. T was taken to the Social Security Office and Public Health Department before J was. J thought his volag wasn't doing what it should and accused the workers of cheating him. The volag workers became insulted.

Appendix : 4

LETTERS FROM REFUGEES

CULTURE SHOCK

A Series of Letters From One Person:

a. "Well, even if we haven't had such good luck I still remember what you told us--that we are lucky; we survived; we escaped; we know a little English; we have freedom; and, we have some help from the American country and people to start our new life.
[November]

b. I just write you sad things. I really do not mean to make you sad or worry, but I know your heart is so great and wanting to share--to know about us.
[May]

c. I think that I will not be self-reliant and improve my life for the better. Well, if that is true, I well be on welfare about seven more years, until my children are 18 years old...I pray that I can endure my own disappointment in my being a useless woman for the rest of my life...
[July]

d. My children are back in school. They are so happy. We moved to this apartment on the last day of July...we feel much happier living by ourselves.
[September]

e. Please share with us our happiness. I have a driver's license. I went to another city to take the test and I passed it with scores of 90 and 100."
[December]

Vietnamese woman (Fountain Valley, California)

Appendix : 4

LETTER FROM REFUGEES

CULTURE SHOCK

TWO LETTERS FROM ONE PERSON:

a.

St. Louis, Missouri
January 2

Dear Bun,

In your last letter you asked me how I had spent the Christmas in Saint Louis. You can't imagine my sadness at that time, but if you understood me, and what is around me, you would not be surprised at what I am saying.

I have been here for three months. The most lasting impression that the U.S. has given me is cold; it is not just the climate, but the people also. They seem quite different from those who were in Thailand's refugee centers--as you know, most of them were so likeable, kind hearted, and smiling. I wonder if the difference is caused by the influence of the different countries on them.

You must know that in America time is money, so they don't want to waste their time to talk or play with you and thus waste their money. They don't care for you--it seems to me that there is a curtain between me and them. It is not easy for me to make friends with them.

I don't like the American life at all--it is too intense. And you know I like the working days more than the holidays, not so that I can get more money, but being busier I can't think so much and go crazy. I feel very lonely. Until now, I haven't met any Cambodians in the town where I am living. I'm hoping to meet one--that would relieve my loneliness and my longing for home.

In Thailand, I did not think that I would be so lost when I got here. How childish I was! I imagined that the U.S. looked like heaven. Alas, my beautiful dreams of my new life in the U.S. were buried on my first day in this country. My happiness and my activity disappeared in its cold air, under its snow, and in its masses of people.

Christmas is a big day for Americans, but not for me. I am neither Protestant nor Catholic. Church does not interest me. The celebrations in every house made me sadder--I thought of my family missing in Cambodia, my friends, and the wonderful time we spent together.

At last the U.S. gave me freedom, but can it also give me the happiness? How can I get it? How can I find myself?

I'll tell you more about what happens to me in my next letter.

Your friend,

---

b.

St. Louis, Missouri
March 1

Dear Bun,

I am making an attempt to change my point of view toward the U.S., the place where I am living, the time I am spending, and who and what I am meeting.

Last month I met some Vietnamese refugees and one Chinese family; they had settled in St. Louis before me. I now know that there are many Asian refugees in Missouri, but I didn't learn that until recently. Now I feel less depressed. I've made some new friends who are American, Chinese, and Vietnamese.

Life in the U.S. is a struggle and even though I don't like it at all, I should live like the others. I'm working in a restaurant only five days a week, but sometimes I work on the holidays to make more money. In one month I can get over $1000 and next year I'll buy a car.

In America if you don't have a car it is so inconvenient; it is like having no feet in our country; America is a nation on wheels. The restaurant is quite far from my house so I have to take two buses to reach it. At night I am studying English. Sometimes I go and visit my friends.

I regret so much not bringing some more Khmer books with me which I could read to be taken back to my native land when I am lonely at home.

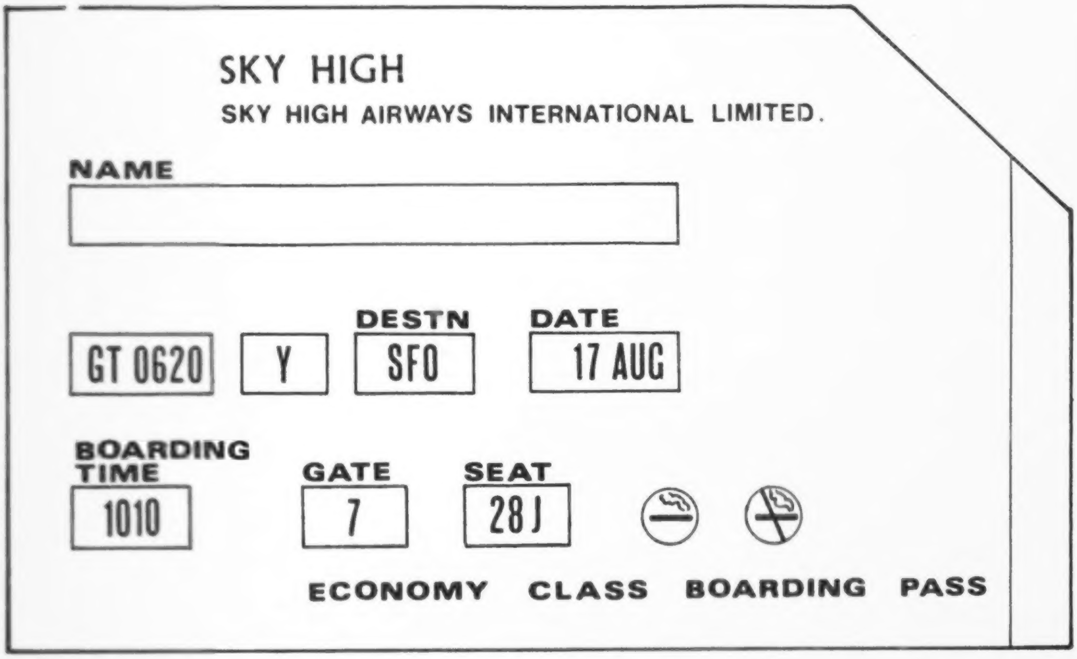
I am trying my best to enjoy my life. I have a feeling that I am being changed by St. Louis, little by little. I hope that one day I will love it.

I wish you an early resettlement.

Your friend,

Appendix : 4

BOARDING PASS



SKY HIGH

SKY HIGH AIRWAYS INTERNATIONAL LIMITED.

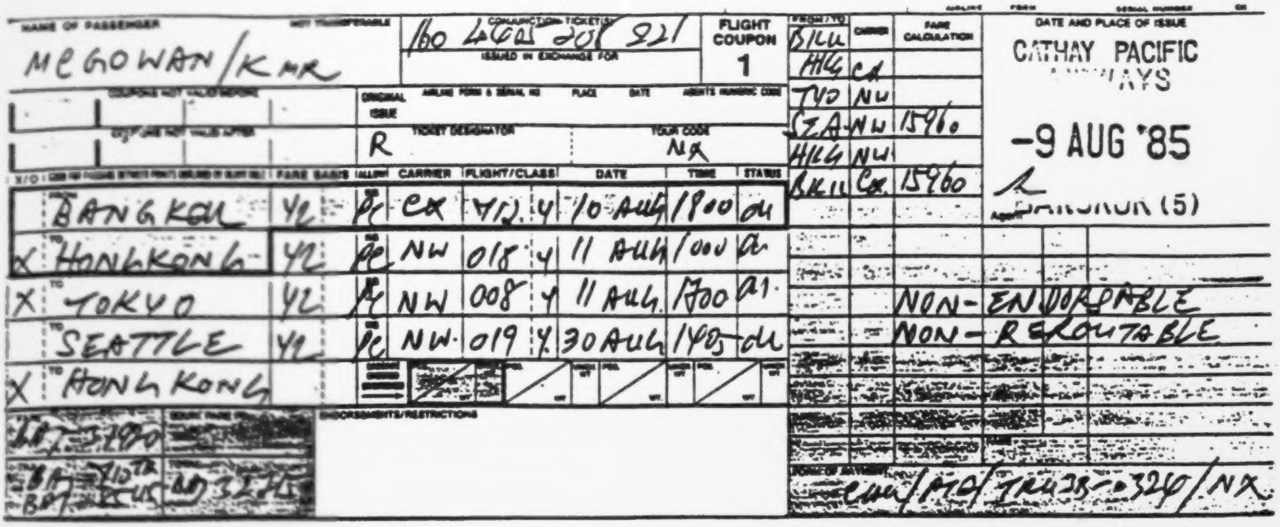
NAME

		DESTN	**DATE**
GT 0620	Y	SFO	17 AUG

BOARDING TIME	**GATE**	**SEAT**		
1010	7	28 J	🚬	🚭

ECONOMY CLASS BOARDING PASS

AIRPLANE TICKET



NAME OF PASSENGER: MC GOWAN/K MR

NOT TRANSFERABLE

CONJUNCTION TICKET(S): 160 4601 208 921

ISSUED IN EXCHANGE FOR

FLIGHT COUPON 1

COUPONS NOT VALID BEFORE

COUPONS NOT VALID AFTER

ORIGINAL ISSUE: AIRLINE FORM & SERIAL NO. | PLACE | DATE | AGENT'S NUMERIC CODE

TICKET DESIGNATOR: R

TOUR CODE: NX

X/O		FARE BASIS	ALLOW	CARRIER	FLIGHT/CLASS		DATE	TIME	STATUS
	BANGKOK	YL	PC	CX	412	Y	10 AUG	1800	OK
X	TO HONGKONG	YL	PC	NW	018	Y	11 AUG	1000	a
X	TO TOKYO	YL	PC	NW	008	Y	11 AUG	1700	a1.
	TO SEATTLE	YL	PC	NW.	019	Y	30 AUG	1405	OK
X	TO HONG KONG								

FROM/TO	CARRIER	FARE CALCULATION
BKK		
HKG	CX	
TYO	NW	
SEA	NW	1596.
HKG	NW	
BKK	CX	15960

FARE: BHT 31920

EQUIV. FARE PD.

TAX: 410 TR / 15 US

TOTAL: BHT 32345

ENDORSEMENTS/RESTRICTIONS

NON-ENDORSABLE

NON-REROUTABLE

DATE AND PLACE OF ISSUE

CATHAY PACIFIC AIRWAYS

-9 AUG '85

BANGKOK (5)

FORM OF PAYMENT: CAA/MC/TRU38-0324/NX

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